DOCUMENT RESUME

ED 154 128 CE 014 960

AUTHOR	Grimes, Daniel E., Ed.; And Others
TITLE	Career Awareness/Exploration Curriculum Kit. Grades 4-8. Program One.
INSTITUTION	Marion County Intermediate Education District, Salem, Oreg.
SPONS AGENCY	Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
PUB DATE	[77]
GRANT	24-000-161
NOTE	110p.; Some pages may reproduce poorly due to colored paper; For related documents see CE 014 951-959 and CE 014 942
AVAILABLE FROM	Continuing Education Publications, P.O. Box 1491, Portland, Oregon 97207 ($49.95 for each K-3 and 4-8 set)
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	*Career Awareness; *Career Education; Course Objectives; Curriculum Guides; Indexes (Locaters); Integrated Curriculum; Intermediate Grades; Junior High Schools; *Learning Activities; *Occupations; Performance Criteria; Resource Materials; *Work Attitudes

ABSTRACT

Designed for integration into existing school curriculum, this is the first in a series of five career education curriculum kits for teachers of grades 4-8. Each kit pertains to one of five specified career education program goals. The goal for this curriculum kit is, "The student will identify and develop attitudes about the world of work." For this goal, three course goals are listed accompanied by suggested performance indicators. Twenty-seven appropriate classroom activities are detailed and the following information is included for each one: activity goal; grade level; skills required to perform the activity; number of students for which the activity was designed; time needed to do the activity; materials needed; and procedures. Also included is a cross index by goals and activities and a six-page implementation handbook. (These five kits are part of a series of ten career education kits; the other five kits cover the same five career education goals for grades K-3.) (JH)

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ED154128

CAREER AWARENESS/ EXPLORATION CURRICULUM KIT

GRADES 4-8

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SPECIALIZATION
PREPARATION
EXPLORATION
AWARENESS

IT'S THE PUPIL OF THE EYE THROUGH WHICH WE SEE

OE 014 960

The Career Awareness/Exploration Curriculum Kit was developed under the direction of the Career Development Team of the Oregon Department of Education.

The Career Awareness/Exploration Curriculum Kit is distributed by:

Continuing Education Publications
1633 S.W. Park Avenue
P.O. Box 1491
Portland, Oregon 97207

(503) 229-4843

ACKNOWLEDGEMENTS

The Career Awareness/Exploration Curriculum Kits (Grades 4-8) are the result of the generous and professional efforts of many persons.

The curriculum materials were developed by selected educators from various school districts within the State in conjunction with the Oregon Department of Education. The members of the writing team were:

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Sandra Ferrell	Portland School District
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This project was developed under contract for the Instruction Division-Career Education, Oregon Department of Education, under the authority of the Vocational Education Act of 1963, as amended in 1968. Questions regarding use, reproduction, or availability of these materials should be addressed to the Curriculum Coordinator, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310

PILOT TESTING

Several school districts were included in the field testing of the Curriculum Kits, involving approximately 2100 students in Grades 4-8. The participating teachers were:

	Beaverton School District:
Beverly Hobbs	Whitford Junior High
Sharon Hosford	Vose Elementary
Arlene Norman	Raleigh Park Elementary
Marge Ross	Whitford Junior High
Melanie Waterman	Sunset Valley Elementary
	Canby School District:
Rick Gano	Canby Junior High
Chris Hesterman	Canby Junior High
Daryl Jacobson	Canby Junior High
Claudia Kroese	Canby Junior High
Jim Leary	Canby Junior High
	Coquille School District:
Vic Bresko	Washington Elementary
Chuck Calley	Lincoln Elementary
Walt Campbell	Coquille Valley Middle School
Archie Flood	Jefferson Elementary
Bob Greene	Fairview Elementary
Andrew Johnson	Coquille Valley Middle School
Lynn Kindred	Lincoln Elementary
Jim Partridge	Lincoln Elementary
Eunice Pemberton	Washington Elementary
Evelyn Smith	Lincoln Elementary
Abbie Sullivan	Jefferson Elementary
Carl Wilson	Coquille Valley Middle School
	David Douglas School District:
David Maze	Earl Boyles Elementary
Ed McMahon	Lincoln Park Elementary
	Grants Pass School District:
Kermit McLamore	South Junior High
Evelyn Moore	South Junior High
Del Nusbaum	Highland Elementary
Dorothy Orey	Lincoln Elementary
Jim Skibby	Washington Elementary
Judy Surroz	Allen Dale Elementary
Darwin Wolber	Riverside Elementary

	Gresham School District:
Mary Ramsey	Powell Valley Elementary
	Junction City School District:
Dave Bullock	Central Elementary
Kathryn Compton	Central Elementary
LaVanne Dimmick	Central Elementary
Marilyn Lejk	Central Elementary
John Loffer	Laurel Elementary
Pat Moreman	Central Elementary
Jean Phifer	Laurel Elementary
	Oregon City School District:
Marna Parman	Mt. Pleasant Elementary
Laurie Peterson	Mt. Pleasant Elementary
Katy Sauber	Mt. Pleasant Elementary
	Parkrose School District:
Bobbie Attebery	Heights Junior High
Mike Burkick	Thompson Elementary
Dwain Estes	Sacramento Elementary
Sharon Garr	Shaver Elementary
Lil Hosman	Russell Elementary
Joe Inglesby	Prescott Elementary
Kathy Laird	Heights Junior High
Marcella Othus	Fremont Junior High
	Reynolds School District:
Steve Battles	Rockwood Intermediate School
Mary Johnson	Glenfair Elementary
	Salem School District:
Harry Berkheimer	Lake Labish Elementary
Joanne Borsberry	Salem Heights Elementary
Diane Butler	Salem Heights Elementary
Sybl McLeod	McKinley Elementary
Mrs. D. Ramsdell	McKinley Elementary
Janeen Heater (Student Teacher)	McKinley Elementary
	Springfield School District:
Dave Carman	Moffitt Elementary
Ann Cully	Yolanda Elementary
Layton Fletcher	Yolanda Elementary
Chris Johnson	Springfield Junior High
Gail Keffer	Brattain Elementary
Gary Kessler	Brattain Elementary
Steve Morelock	Yolanda Elementary
Tom Roberts	Springfield Junior High
Doris Sherk	Yolanda Elementary

Wasco County:

Madelyn Alexander	Chenowith Middle School
Rick Cantrell	Dufur Elementary
Barbara Caviness	Maupin Elementary
Phil Erickson	Chenowith Middle School
Lorraine Gabel	Tygh Valley Elementary
Steve Hansen	Tygh Valley Elementary
Dick Kessler	Chenowith Elementary
Leona Magill	Chenowith Middle School
Chris Markland	Petersburg Elementary
Geraldine Morelli	Maupin Elementary
Dale Skiles	Wamic Elementary
Dorothy Specht	Chenowith Middle School
Judith Surroz	Chenowith Middle School
Faye Whitesell	Chenowith Middle School
Roberta Wilson	Mosier Elementary
Vincent Zanobelli	Petersburg Elementary

Special recognition goes to those persons who helped to facilitate the fruition of our efforts. They are:

Sam Allen	Oregon State University
Bill Bell	Wasco County I.E.D.
Bill Boismier	Chenowith School District
Dale Bunnell	Chenowith School District
Vincent Canovelli	Petersburg School District
Dale Davis	Oregon City School District
Evan Ellis	Dufur School District
Wyman Faircloth	Maupin School District
Joyce Graves	Department of Education
Karolyn Kern	Beaverton School District
Dallas Lommen	Junction City School District
Sonya McDowell	Multnomah County I.E.D.
Ron Olson	Coos County I.E.D.
Denny Peterson	Chenowith School District
Al Pfahl	Clackamas County I.E.D.
Terry Schmadeka	Tygh Valley School District
Barbara Weigel	Manpower, Inc.
Don Williams	Canby School District
Steven Yates	Wamic School District

IMPLEMENTATION HANDBOOK

CAREER AWARENESS/ EXPLORATION CURRICULUM KIT

GRADES 4-8

SPECIALIZATION
PREPARATION
EXPLORATION
AWARENESS

IT'S THE PUPIL OF THE EYE THROUGH WHICH WE SEE

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Developed by:

Dan Grimes, Oregon Department of Education
Duane Altig, Parkrose School District
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FOREWORD

CAREER EDUCATION THE OREGON WAY

--is one of the dynamic forces in Oregon's schools.

--is for all students and includes all occupations.

--enriches the total curriculum.

--helps students identify the relationship between their school experiences and what they need to meet the challenges of life.

--is the delivery system which helps students develop the competencies needed to function in the producer life role.

--happens most effectively when basic career concepts are used throughout the entire school program.

--is the result of school and community cooperation in providing learning experiences for students.

--is based on student needs which lead to long-range planning, local community and citizen involvement.

--provides students with the necessary skills and self-confidence which will enable them to cope with their life roles.

Career education is an integral part of the total educational program. Each person functions in several roles in his or her lifetime. Career education focuses on the producer role, providing career awareness, exploration, preparation, specialization and support for the other life roles.

CAREER AWARENESS promotes learning about careers and the changing world of work, kindergarten through adulthood. Students are encouraged to recognize the relationship of the producer life role to the life roles of family, citizen, individual, learner and consumer. Through career awareness, students will:

Gain knowledge of many occupational careers available.

Develop awareness of self in relation to occupational areas.

Develop wholesome attitudes toward work and society.

Learn to respect and appreciate workers in all fields.

Make some tentative choices of career clusters to explore during middle school years.

CAREER EXPLORATION can begin as early as 4th grade, is emphasized in grades 7-10, and continues through adulthood. Career exploration encourages students to explore the world of work through the experience of activities related to specific careers. Through career exploration, students will:

Determine interests, abilities and aptitudes.

Explore and try some of the key occupational areas.

Become familiar with occupational career "clusters"* or "families" of occupations.

Develop an awareness of the processes involved in decision-making.

Make meaningful decisions.

By the end of the 10th grade, make a tentative career choice and a plan for further study.

*A "cluster" is a group of occupations that have similar skills and knowledge.

PROJECT OVERVIEW

Many school districts throughout the State of Oregon have expressed the need for goal-based Career Awareness materials that can be incorporated into the teachers' present instructional program. The 4-8 Career Awareness/ Exploration Curriculum Kit is designed to meet that need.

The Kit is based on five program goals. Each goal can be mastered by the use of course goals, performance indicators, instructional goals, and classroom activities.

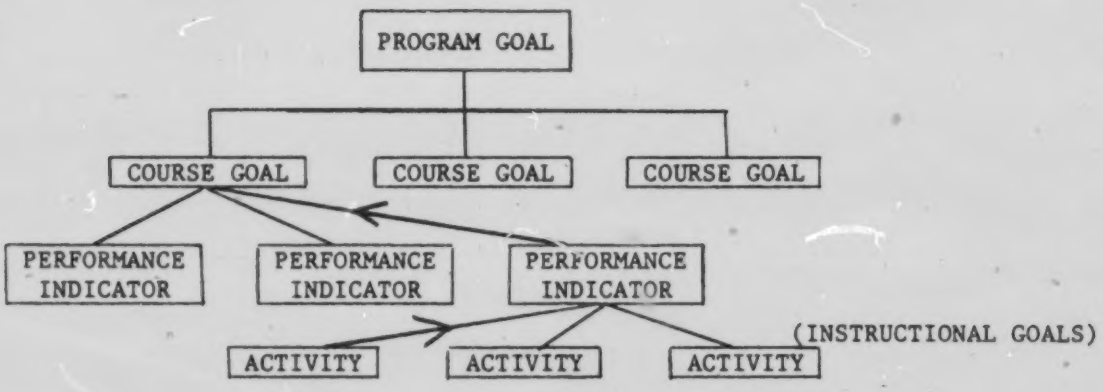
The curriculum materials were developed by a team of six writers from throughout the State during the summer of 1976.

Field testing of the materials was begun in October, 1975, and concluded June 1, 1976. Eighty-five teachers selected from twenty field testing sites around the State participated, involving 2100 students in grades 4-8.

From the results of the field testing, the team worked on revising the Kit. The reprinting and marketing of the product will commence in October, 1976.

UNDERSTANDING A GOAL-BASED CURRICULUM

The following diagram will help to explain the organization of a goal-based curriculum:



A. One activity meets one course goal.

B. One activity from each course goal would meet a program goal.

PROGRAM GOALS are curricular goals which are generally considered to be similar to the overall objectives for a curriculum area. The goals are the minimum expectations for a curriculum area.

COURSE GOALS are goals established within a curricular area to cover a specific subject matter. The Career Education course goals can be considered to be the basic competencies or outcomes required for career development.

THE PERFORMANCE INDICATORS are measurable and are to be met by the student in the completion of a given activity. The performance indicator is written to

indicate to the teacher the expected level of outcome from the materials presented in the classroom situation. The instructional goal is the actual activity in which the student participates in order to accomplish the performance level indicated by the performance indicator or determined by the instructor.

The entire system is a hierarchy by which the teacher can assess through actual classroom activities the final outcome of their efforts.

Within this package, the teacher may select a single activity and, by the completion of this activity, the teacher and the student will be able to meet the expectations of a performance indicator and course goal. It will, however, be necessary for the teacher to present a minimum of one activity from each course goal in order to meet the minimum expectations of the program goal.

CLASSROOM IMPLEMENTATION/UTILIZATION

These materials are designed to be used by classroom teachers in grades 4-8. It is hoped that teachers will alter or adapt the activities to suit their own classroom needs and the needs of their students. It is for this reason that the grade levels, size or grouping, subjects, times, etc. listed on each activity are only suggestions. It is hoped that the activities can serve as a catalyst for teachers to expand and develop their own activities and ideas.

Many activities contain handouts that can be duplicated for student use. These, too, can be altered or expanded to meet particular needs.

Most of the activities require students to be actively involved in communicating, decision-making, or manipulating and using a variety of materials with others.

Often skills and concepts contained in an activity can or should be done more than one time with a given group of students, especially communication or decision-making skills such as rank-ordering or group decision-making. In some cases, it is desirable for an activity to be used more than one time or repeated at different grade levels, either in the original or an altered form.

Even though these activities are designed to be used by teachers with a minimum of outside assistance, it is strongly recommended that all teachers be in-serviced prior to using the materials. In-service can be arranged for by contacting Dan Grimes, Career Education Specialist, State Department of Education, 942 Lancaster Drive N.E., Salem, Oregon 97310; phone: 378-3597.

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Awareness/Exploratory Curriculum Kit

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Developed by:

Career Awareness/Exploration
Writing Team

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*All Cross Referenced Checklists (One for each program goal) are included in each kit for the teachers' convenience in previewing the material.

**All Program Goals are included in each kit for the teachers' convenience in previewing the material.

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 1 Student will identify and develop attitudes about the world of work.

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
1.1.1.1	Worker Classification	4-5	X	X	X	X	X	X	X	X	X	
1.1.1.2	Data - People - Things	6-8	X	X	X	X	X	X	X	X	X	
1.1.1.3	Inquiry	4-8	X	X	X	X	X	X	X	X	X	
1.1.2.1	Needs Bingo	4-6						X				
1.1.2.2	Family Needs & Workers	6-8						X				
1.1.2.3	Community Needs	7-8		X			X	X				H.Ec
1.1.3.1	"Who Needs It?"	4-6	*	*	*	*	X	X	*	*	*	*Adaptable
1.1.3.2	Occupations Fulfill Societal Needs	6-8						X				
1.1.3.3.	Productive Work and Needs	7-8	*	*	*	*	*	X	*	*	*	"
1.2.1.1	Why People Work	4-5					X	X				
1.2.1.2	Parent Interviews	4-6					X	X			X	
1.2.1.3	Worker Interviews	6-8	X				X	X				
1.2.2.1	Observing Worker Attitudes	4-5					X		X			
1.2.2.2	Role-Playing Task Attitudes	4-6					X		X			
1.2.2.3	Working Conditions Survey	6-8					X		X			
1.2.3.1	Rank Order School Responsibilities	4-8					X					
1.2.3.2	Rating Work Habits	4-5					X		X			
1.2.3.3	Evaluating Personal Work Attitudes	4-8					X		X			
1.3.1.1	Job Card Relay	4-6					X	X				
1.3.1.2	Computer Question/Answer Activity	4-6					X					
1.3.1.3	Economic "Disaster" Project	6-8	X				X	X			X	Economics
1.3.2.1	Leisure Time Activity	4-6					X	X			X	
1.3.2.2	Colonizing A New Planet	4-8					X	X			X	
1.3.2.3	Shipwreck Activity	4-8					X	X				
1.3.3.1	Helping Hands	4-6						X				
1.3.3.2	Tracing A Product	4-6						X				Economics
1.3.3.3	Building A Community	4-8						X				Economics

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 2 Students will acquire knowledge about the world of work.

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
2.1.1.1	Providing Goods & Services for Teachers	4-8	X	*	*	*	*	X	*	*	X	*Adaptable
2.1.1.2	Producing a Marketable Product	4-8	X	*	*	*	*	X	*	*	X	"
2.1.1.3	Production, Consumption, Distribution Spelling Bee	7-8						X				
2.1.2.1	School Occupational Survey	4-6	*	*	*	*	*	X	*	*	*	"
2.1.2.2	Occupational Role Playing	4-6	X	X	X	X	X	X	X	X	X	
2.1.2.3	Observational Work Experience	7-8	X	X	X	X	X	X	X	X	X	
2.1.3.1	Active Participation in Economic Roles	4-5						X			X	
2.1.3.2	Economic Roles and the Identification of Workers	6-8		X	X			X				
2.1.3.3.	Marshmallow-Pick Production Game	7-8	*	*	*	*	*	X	*	*	*	*Adapt H.Ed.
2.2.1.1	Life Roles	4-6						X				
2.2.1.2	Personal Pie Graph	4-8	X					X				
2.2.1.3	Life Role Coat-of-Arms	4-8							X		X	
2.2.2.1	Effect of Business Closure	4-5						X	X			Economics
2.2.2.2	Supply and Demand Game	5-8	X					X				"
2.2.2.3	Wheat Market Game	6-8	X					X				"
2.2.3.1	Working Women	4-8	X					X				"
2.2.3.2	Discrimination Activity	4-8					X	X	X			
2.2.3.3	Youth and the Economy	6-8					X					"
2.3.1.1	Student Jobs in Schools	4-6						X				"
2.3.1.2	Field Trip: Work Observation	6-8					X	X				"
2.3.1.3	Community Training Sources	7-8						X				"
2.3.2.1	Job Training Interview	4-8					X	X				
2.3.2.2	Job Market Explanation	6-8					X	X				
2.3.2.3	High School Course Planning	7-8							X			
2.3.3.1	Job Pictures	4					X					
2.3.3.2	Equal Employment for Men & Women	4-6					X		X			
2.3.3.3	Job Qualifications	7-8					X					

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 3 — Students will identify their individuality and continue to develop a relationship with occupational roles.

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
3. 1.1.1	Identifying Worker Characteristics	4-6					X	X	X		X	
3. 1.1.2	Rank Ordering Student Characteristics	4-8	X	X	X	X	X	X	X	X	X	
3. 1.1.3	Value Situations	4-8	X	X	X	X	X	X	X	X	X	
3. 1.2.1	Personal Characteristics	4-6	X	X	X	X	X	X	X	X	X	
3. 1.2.2	Job Characteristics & Values	6-7			X			X	X			
3. 1.2.3	Personal Journal	6-8					X		X			
3. 1.3.1	Personal Characteristics Pantomine	4-6		X			X	X	X			
3. 1.3.2	"Self" Collage	4-8					X	X	X		X	
3. 1.3.3.	Personal Values & Characteristics of Life Styles	7-8						X	X			Consmr Ed.
3. 2.1.1	Butterfly Construction	4-5					X				X	
3. 2.1.2	Worker Absenteeism	4-6					X					
3. 2.1.3	Effects of Absenteeism	7-8					X					
3. 2.2.1	Classroom City Government Organization	4-6					X	X				
3. 2.2.2	Interview Characteristics	6-8					X					
3. 2.2.3	Resource Speaker Interview	7-8					X					
3. 2.3.1	Holiday Assembly Line	4-6					X				X	
3. 2.3.2	Calendar Assembly Line	4-6									X	
3. 2.3.3	Discussing Repetitive and Non-repetitive Jobs	7-8					X					
3. 3.1.1	Job Skills & School Subjects	4-6	X	X	X	X	X	X	X	X	X	
3. 3.1.2	Ranking Jobs	6-8					X		X			
3. 3.1.3	Matching School Subjects With Jobs	6-8	X	X	X	X	X	X	X	X	X	
3. 3.2.1	Identifying Current Job Skills						X				X	
3. 3.2.2	Skill Demonstration	4-8				X						Industrial Ar
3. 3.2.3	Occupational Research & Challenge / Activity	6-8					X					
3. 3.3.1	Could This Be You?	4-6					X				X	
3. 3.3.2	Occupational Mobile	4-6					X				X	
3. 3.3.3	Creative Writing Activity	4-8					X					

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 4 Students will develop skills in decision-making, communicating, and creating, as related to world of work

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
4.1.1.1	Rank Ordering	4-8	X	X	X	X	X	X	X	X	X	
4.1.1.2	"Lost On The Moon"	5-8	X	X	X	X	X	X	X	X	X	
4.1.1.3	"Life Discovered on a Far Away Planet"	4-8	X	X	X	X	X	X	X	X	X	
4.1 2.1	"Decisions Decisions"	4-6	X	X	X	X	X	X	X	X	X	
4.1.2.2	Expert Decision-Makers	6-8	X	X	X	X	X	X	X	X	X	
4.1.2.3	Career Analysis	6-8	X	X	X	X	X	X	X	X	X	
4.1.3.1	Identifying Tasks of Skilled and Unskilled Workers	4-6					X	X				
4.1.3.2	Education and Training for Entry Level Employment	6-8	X	X	X	X	X	X	X	X	X	
4.1.3.3.	Forecasting for Employment	7-8	X	X	X	X	X	X	X	X	X	
4.2.1.1	Drawing Relay	4-8	X	X	X	X	X	X	X	X	X	
4.2.1.2	Negotiations	4-8	X	X	X	X	X	X	X	X	X	
4.2.1.3	"5 Square"	4-8	X	X	X	X	X	X	X	X	X	
4.2.2.1	"Happy Face"	4-6	X	X	X	X	X	X	X	X	X	
4.2.2.2	Communications Riddles	6-8	X	X	X	X	X	X	X	X	X	
4.2.2.3	Problems, Concerns & Conflicts in Communication	4-8	X	X	X	X	X	X	X	X	X	
4.2.3.1	Communications Collage	4-6	X	X	X	X	X	X	X	X	X	
4.2.3.2	Observation & Communication	4-8					X					
4.2.3.3	Observing Communications of People at Work	6-8					X	X				
4.3.1.1	Occupations Bulletin Board	4-6					X	X				
4.3.1.2	Dramatizing Work Decisions	6-8	*	*	*	*	X	X	*	*	*	* Adaptable
4.3.1.3	Gaining Information from Speakers	6-8	X	X	X	X	X	X	X	X	X	
4.3.2.1	Role-Playing Value Conflicts	4-8	X	X	X	X	X	X	X	X	X	
4.3.2.2	"Win As Much As You Can"	6-8	X	X	X	X	X	X	X	X	X	
4.3.2.3	"Choice Is Yours"	7-8	X	X	X	X	X	X	X	X	X	
4.3.3.1	Class Assignment: Decision-Making	4-8	X	X	X	X	X	X	X	X	X	
4.3.3.2	Career Decisions & Training	7-8	X	X	X	X	X	X	X	X	X	
4.3.3.3	Career Decision Forecasts	8					X	X				

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 4

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
4.4.1.1	Creativity in Occupations	4-8	X	X	X	X	X	X	X	X	X	
4.4.1.2	Creativity in Community Occupations	6-8						X				
4.4.1.3	Identifying Creative Activities	6-8	X	X	X	X	X	X	X	X	X	
4.4.2.1	Creating in Clay	4-5						X			X	
4.4.2.2	Creativity in School Work	4-6	X	X	X	X	X	X	X	X	X	
4.4.2.3	Creativity in Group Work	4-8	X	X	X	X	X	X	X	X	X	
4.4.3.1	"An Interested Person in an Interesting Person"	4-8	X	X	X	X	X	X	X	X	X	
4.4.3.2	Individual Creative Expression	6-8	X								X	H.Ec.
4.4.3.3.	Creative Collages	4-8	X	X	X	X	X	X	X	X	X	

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 5 Students will develop physical and mental skills related to occupational roles

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
5.1.1.1	Interviewing for Classroom Jobs	4-6	X	X	X	X	X	X	X	X	X	
5.1.1.2	Choosing & Learning Tasks	4-8	X	X	X	X	X	X	X	X	X	
5.1.1.3	Occupational Task Relay	6-8	X	X	X	X	X	X	X	X	X	
5.1.2.1	4-Square	4-6		X		X		X				
5.1.2.2	Teamwork	4-6				X						Drama
5.1.2.3	Activities for Occupational Skills	6-8		X		X		X				
5.1.3.1	Relating Job Skills & Hobbies	4-6				X	X	X				
5.1.3.2	Handicapped	4-8	X	X	X	X	X	X	X	X	X	
5.1.3.3.	Planning for Job Skills	7-8		X				X				
5.2.1.1	Boat Building	4-5	X	X	X	X	X	X	X	X	X	
5.2.1.2	Identifying & Describing Tools	4-6					X	X				
5.2.1.3	Tool Rummy	4-8						X				
5.2.2.1	Identifying Worker Skills	4-8	X	X	X	X	X	X	X	X	X	
5.2.2.2	Occupational Tic Tac Toe	3-6	X	X	X	X	X	X	X	X	X	
5.2.2.3	"I Am A Tool"	4-8	X	X	X	X	X	X	X	X	X	
5.2.3.1	Tool Collage	4-6	X	X	X	X	X	X	X	X	X	
5.2.3.2	Game Board Challenge	4-8	X	X	X	X	X	X	X	X	X	
5.2.3.3	Tools & Human Activities	4-8						X				
5.3.1.1	Job Skills & School Subjects	4-5	X	X	X	X	X	X	X	X	X	
5.3.1.2	Job Skills Baseball	6-8	X	X	X	X	X	X	X	X	X	
5.3.1.3	Math Files	7-8	X									
5.3.2.1	Hearing, Seeing, Drawing	4-8	X	X	X	X	X	X	X	X	X	
5.3.2.2	Tele-Trainer Interviews	6-8					X	X	X			
5.3.2.3	Sell Your Home	6-8					X	X				
5.3.3.1	Home Jobs	4-6					X		X			
5.3.3.2	Simulated Interview	6-8					X					
5.3.3.3	Help Wanted Ads	7-8					X					

Program Goal

1. Student will identify and develop attitudes about the world of work.

Course Goals	Suggested Performance Indicators
The Student:	The Student:
1.1 Will move from an identification of workers to an understanding of work as a need of society.	1.1.1 Given an opportunity to observe, will be able to identify different types of workers.
	1.1.2 Given the opportunity to select workers within a career area of their choice, will be able to describe the contribution of each worker.
	1.1.3 Given the needs of American society, will be able to relate those needs to the productive work of workers within a career of the student's choice.
1.2 Will be able to identify attitudes of others within the world of work.	1.2.1 Given the opportunity to explore the concept of attitudes, will be able to identify attitudes that people have about work.
	1.2.2 Given the opportunity to observe workers, will be able to identify the attitudes of people at work.
	1.2.3 Given the opportunity to observe workers, will be able to identify how attitudes affect performance.
1.3 Will be able to recognize an individual's interdependence within the community.	1.3.1 Given an opportunity to describe the work of a member of the local community, can identify how this work related directly to the student.
	1.3.2 Given a list of workers in the community, will be able to identify how their work contributes to their own standard of living.
	1.3.3 Given the roles of workers, will be able to identify how the roles of workers within a community are interdependent.

Program Goal

2. Students will acquire knowledge about the world of work.

Course Goals	Suggested Performance Indicators
The Student:	The Student:
2.1 Will know the difference between production, distribution, and consumption.	2.1.1 Given the opportunity to participate in a classroom project, will be able to identify the roles of the producer, distributor, and consumer.
	2.1.2 Given the opportunity to visit a factory or business operation, will be able to identify occupations in each of the areas of production, consumption, and distribution.
	2.1.3 Given the opprotunity to participate in simulation games, will be able to identify and describe the differences in production, consumption, and distribution activities involved in the games.
2.2 Will be able to demonstrate how the world of work influences the citizen, family, individual, producer, learner, and consumer life roles.	2.2.1 Given the opportunity to participate in a role-playing activity, will be able to relate the importance of work upon their life roles.
	2.2.2 Given the necessary background about supply and demand, will be able to relate the impact of supply and demand on the various life roles.
	2.2.3 Given the opportunity for research, will be able to appraise the roles of a variety of minority groups within the American economy.
2.3 Will be able to understand the community as a resource for career development.	2.3.1 Given an opportunity to explore, will be able to identify the sources of career training.
	2.3.2 Given an opportunity to select a career of their choice, will describe how the community can be used to develop skills, etc., within the career area of their choice.
	2.3.3 Given the opportunity to explore, survey, and research, will be able to identify the necessity for equal opportunity employment.

Program Goal

3. Students will identify their individuality and continue to develop a relationship with occupational roles.

Course Goals	Suggested Performance Indicators
The Student:	The Student:
3.1 Will be able to understand and identify strengths, weaknesses, and values of individuals and how these characteristics affect job choices.	3.1.1 Given an opportunity to role play the parts of individuals in an economic activity will be able to identify the dominant personal characteristics of individuals whose role they play.
	3.1.2 Given case histories of three people, will be able to identify the personal characteristics that influenced their choice of a career.
	3.1.3 Given the opportunity for a small group discussion, will be able to relate how their personal characteristics may influence his/her tentative career plans.
3.2 Recognizes that different experiences may create different work habits and attitudes.	3.2.1 Given an example of attendance habits, will be able to relate the effect of absences in developing poor work habits.
	3.2.2 Given an example of school records, will be able to relate how an employer may view work habits and attitudes of a prospective employee.
	3.2.3 Given case studies of two people, one engaged in a repetitive and the other a non-repetitive job, will be able to describe how these experiences might influence work habits and attitudes.
3.3 Will be able to evaluate strengths, weaknesses and values as they apply to present occupational interests.	3.3.1 Given a list of jobs, will be able to identify those which are appropriate to their present level of training and experience.

Course Goals	Suggested Performance Indicators
3.3 (Continued)	The Student:
	3.3.2 Given an opportunity to choose jobs of interest to them, will be able to do the skills required of each job and relate their own strengths and weaknesses to the skill levels required of each job.
	3.3.3 After completion of a self-assessment or inventory, will be able to evaluate their qualities as they relate to the career area of their choice.

Program Goal

4. Students will develop skills in decision-making, communicating, and creating as related to the world of work.

Course Goals	Suggested Performance Indicator
The Student:	The Student:
4.1 Will be able to identify and participate in a decision-making process.	4.1.1 Given a project to complete, or a problem to solve, will be able to select the appropriate materials for completion of the project or problem.
	4.1.2 Given the steps in the decision-making process, will be able to apply the process to the selection of a career area for the purposes of exploration.
	4.1.3 Given the appropriate materials and knowledge, will be able to select a career area and identify the appropriate steps to complete the education and/or training necessary for entry level employment in the career area of their choice.
4.2 Will develop an awareness of the way basic methods of communication help individuals complete work tasks and participate in life roles.	4.2.1 Given a classroom task, will be able to successfully complete it in a variety of ways.
	4.2.2 Given an opportunity for a classroom discussion, will be able to recognize how communication skills influence an individual's work.
	4.2.3 Given an opportunity to participate in a work experience, will be able to identify the methods of communication used by employers and employees in completing work tasks.
4.3 Will be able to experience examples of decision-making in occupational roles.	4.3.1 Given a list of jobs, will be able to identify a job which involves decision-making and give examples of decisions which must be resolved in that job.
	4.3.2 Given a case study involving value-conflicts on the job, will be able to identify the decision-making necessary to resolve the conflicts.

Course Goals	Suggested Performance Indicator
The Student:	The Student:
4.3 (Continued)	4.3.3 Given the opportunity to select, will be able to choose a course of study at school which will lead to obtaining skills necessary for the career area of their choice.
4.4 Will understand that opportunities for creative expression exist in the world of work.	4.4.1 Given an opportunity to observe, will be able to identify the use of creativity in occupations.
	4.4.2 Given an opportunity to observe, will be able to recognize the need for creative expression in the performance of occupational roles.
	4.4.3 Given the opportunity to participate in activities, will be able to identify opportunities for creative expression in the world of work.

Program Goal

5. Students will develop physical and mental skills related to occupational roles.

Course Goals	Suggested Performance Indicators
The Student:	The Student:
5.1 Will be able to demonstrate that occupations require degrees of physical movement.	5.1.1 Given a list of occupations and the necessary materials, will select one occupation and demonstrate the kind of work activity of that occupation.
	5.1.2 Given a simulation game, will be able to demonstrate by participation the types of physical activity required of one's role in the game.
	5.1.3 Given an opportunity to select the career area of their choice, will be able to demonstrate the required physical skills.
5.2 Will be able to understand tools as an extension of the body.	5.2.1 Given a selection of common tools, will be able to demonstrate proper usage.
	5.2.2 After identifying a variety of tools, will be able to describe the relationship between tools and needed skills in a variety of occupations.
	5.2.3 Given the opportunity to explore the concept of technology, will be able to relate the development and need for tools to increase the efficiency of human activities.
5.3 Will be able to demonstrate that classroom-obtained skills are directly related to job performance within occupational roles.	5.3.1 Given an opportunity to make a tentative career choice, will be able to relate occupational skills to classroom skills.
	5.3.2 Given a basic knowledge of communication skills, will be able to demonstrate the skills in a variety of job roles.
	5.3.3 Given the necessary instruction, will be able to successfully relate skills learned in the classroom to job seeking skills.

Program Goal 1. The student will identify and develop attitudes about the world of work.

COURSE GOAL	SUGGESTED PERFORMANCE INDICATORS
The Student:	The student:
1.1 Will move from an identification of workers to an understanding of work as a need of society.	1.1.1 Given an opportunity to observe, will be able to identify different types of workers. 1.1.2 Given the opportunity to select workers within a career area of their choice, will be able to describe the contribution of each worker. 1.1.3 Given the needs of American society, will be able to relate those needs to the productive work of workers within a career of the student's choice.

Program Goal 1

THE STUDENT WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

Course Goal 1.1

The student will move from an identification of workers to an understanding of work as a need of society.

Suggested Performance Indicator 1.1.1

Given an opportunity, students will be able to identify different types of workers.

Description of Activities

1. Worker Classification (4-5)
   This activity is designed to involve the student in the complexity of classification of occupations.

2. Data-People-Things (6-8)
   This activity introduces the student to the usefulness of the Data-People-Things classification system.

3. Inquiry (adaptable to 4-8)
   An inquiry activity in the process of classification of occupations.

P. I. No. 1.1.1

Title: WORKER CLASSIFICATION

Activity 1

Suggested Instructional Goal:

Given an opportunity to develop a classification system, the student will be able to identify (a teacher determined number) types of workers.

Grade Level:

4-5

Subject Matter Area:

All

Time:

Two to four 45 minute class periods (may vary)

Number of Students:

Total Class or Individual

Materials:

One or more of the following:

1. Films
2. Pictures
3. Field Trips
4. Speakers

Procedures:

Each student will:

1. Observe workers (films, pictures, field trips, speakers, etc.)
2. Develop a classification system (Data-People-Things, clothing, working environment, tasks, tools, training, vocabulary, etc.)
3. Classify types of workers according to the students own classification system.
4. Share their classifications with at least one other student.

Source: Loretta Ness and Duane Altig

P.I. No. 1.1.1

Title: DATA-PEOPLE-THINGS

Activity 2

Suggested Instructional Goal:

Given a list of all the parents'occupations in the room, the student will be able to classify (a teacher determined number of) occupations using the Data-People-Things classification system.

Grade Level:

6-7

Subject Matter Area:

All - Emphasis on social studies or Career Education

Time:

One 45-minute class period after interview.

Number of Students:

Total Class

Materials:

1. Interview form (parents)
2. D.P.T. Information
3. Classification Matrik(es)
4. Film: Bread & Butterflies. "Things, Ideas, People (People at Work)"

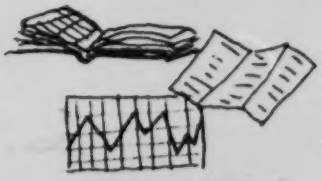
Procedures:

1. Each student will interview their own parents about work experiences, and indentify all work characteristics (tools and materials, clothing, training, work environment, etc.)
2. The students in groups of 3-5 will identify common work characteristics noted in the student lists (5-10 minutes).
3. Each group will use their lists of common work characteristics to classify occupations of parents and display the group's results to the entire class.
4. The class will discuss the problems of classification.
5. The teacher will introduce Data-People-Things.
6. The class will return to groups and reclassify parent occupations using the Data-People-Things classification information.
7. The class will discuss/compare the effectiveness of their classifications and Data-People-Things classification.

Source: Taken from: SEARCH - Systems Exploration and Research for Career Help State of Oregon, Employment Division, Department of Human Resources.

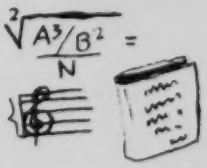
Taken from: SEARCH - Systems Exploration and Research for Career Help State of Oregon, Employment Division, Dipartment of Human Resources.

DATA may be
INFORMATION



KNOWLEDGE

IDEAS



DATA cannot
be touched or felt.
It is information,
knowledge and ideas.

People think with DATA.
They also use data to speak
and write to others.

PEOPLE MAY BE
PEOPLE means human beings and sometimes animals when dealt with as if they were human.

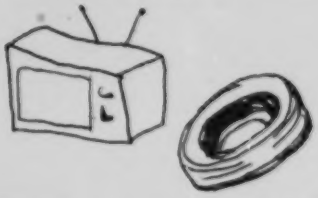
THINGS MAY BE

MATERIALS

A THING may be materials, machines, tools, equipment and products, rather than human beings. It has shape, form, and other physical characteristics.

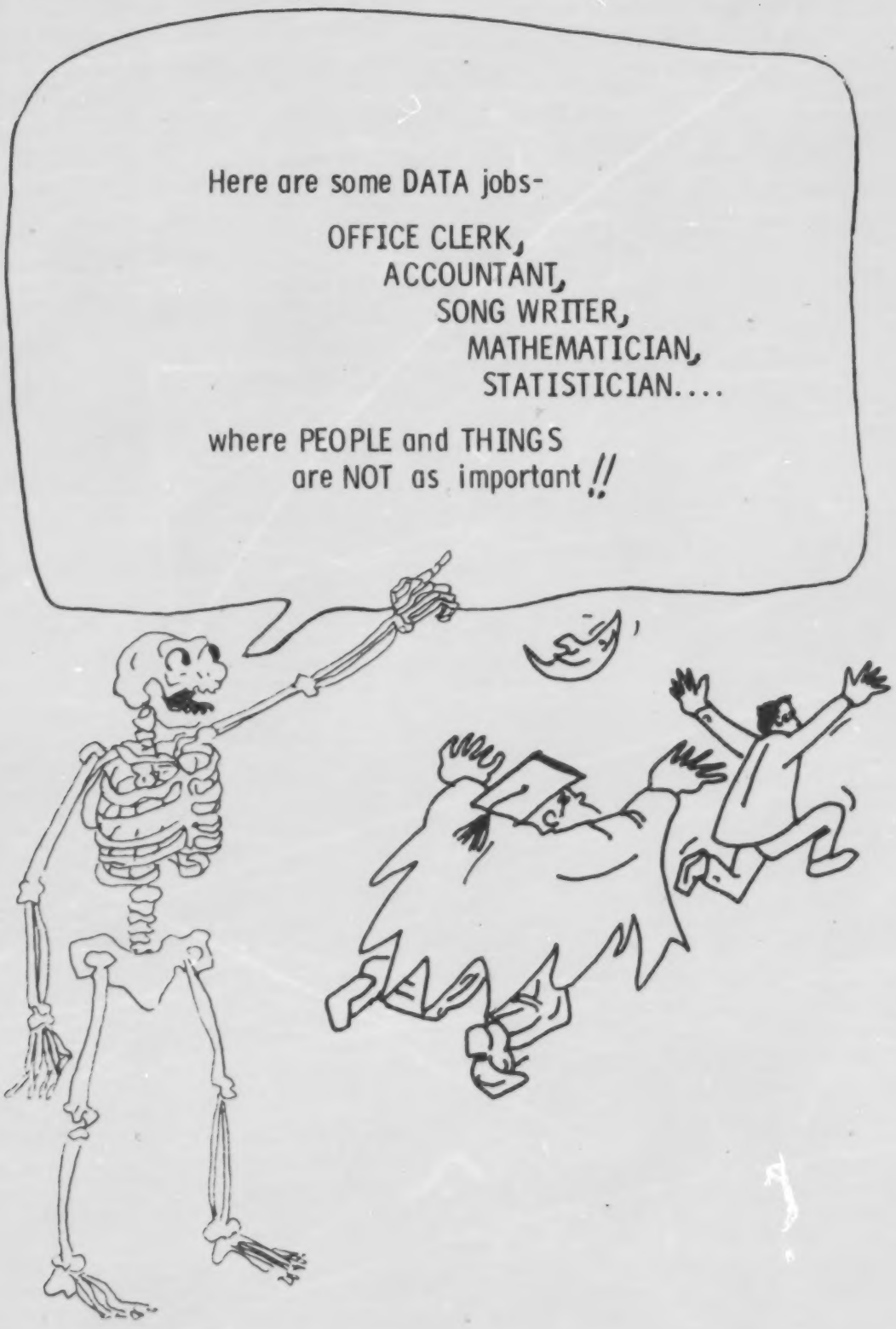
TOOLS

PRODUCTS



ALL JOBS

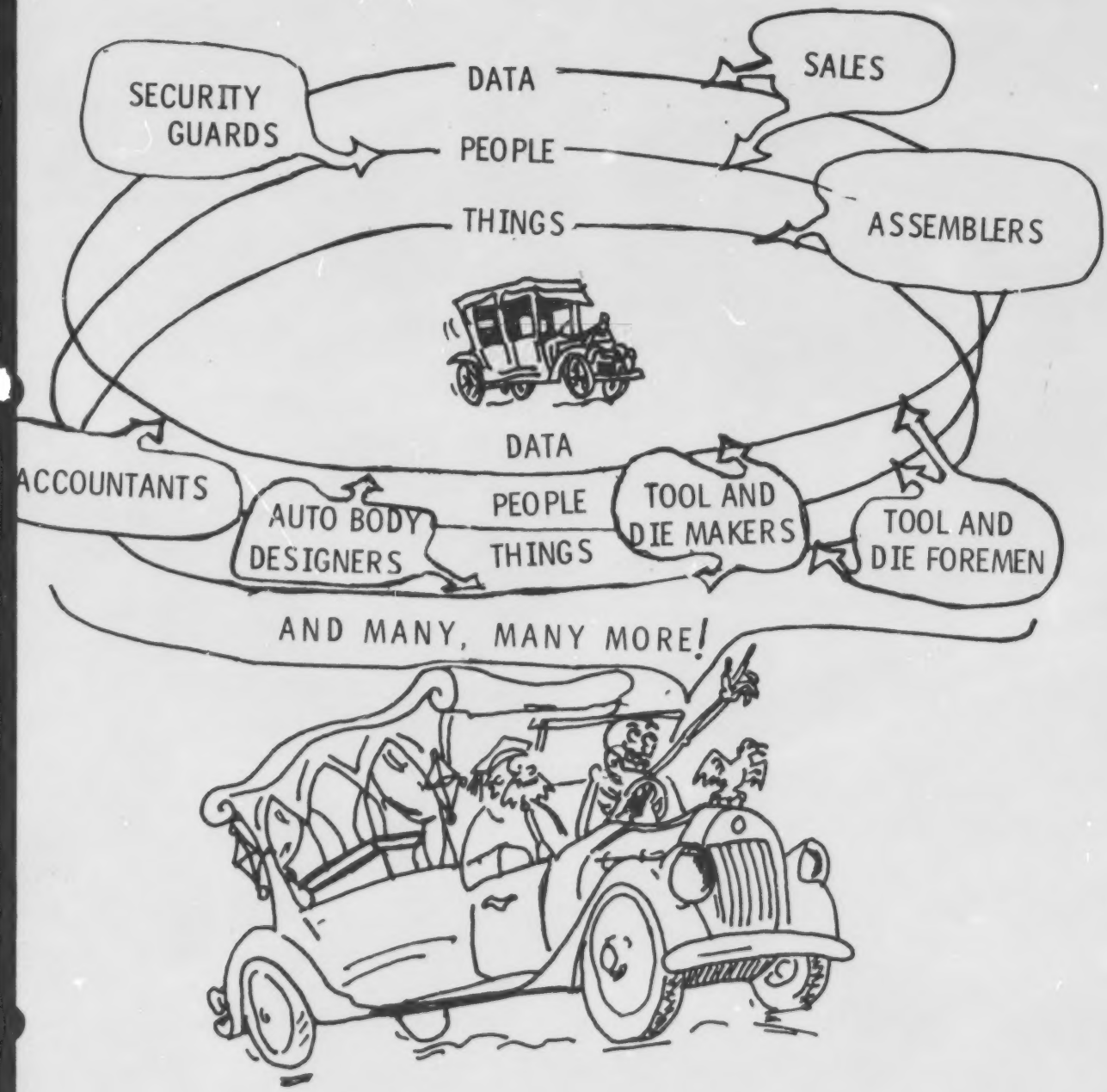
HAVE SOME KINDS of RELATIONSHIPS WITH


Here are some DATA jobs-
OFFICE CLERK,
ACCOUNTANT,
SONG WRITER,
MATHEMATICIAN,
STATISTICIAN....
where PEOPLE and THINGS
are NOT as important!!

Here are some PEOPLE jobs-
NURSE AIDES,
WAITER,
WAITRESS,
MODELS,
USHERS,
PEDDLERS...
where DATA and THINGS
are not as important!

Here are some THINGS jobs-
CONSTRUCTION WORKER
TRUCK DRIVER
MATERIALS HANDLER
ASSEMBLER
MACHINE TENDER
HOUSECLEANER
PAINTER;;..
where DATA and PEOPLE
are not as important....

TO PRODUCE A CAR
REQUIRES ALL THESE JOBS



P. I. No. 1.1.1

Title:

Activity 2

Procedures Continued:

(SAMPLE)

CLASSIFICATION MATRIX

	WORK CHARACTERISTICS											
OCCUPATIONS	WORK INDOORS	WORK OUTDOORS	USE HEAVY TOOLS	OPERATE MACHINES	WEAR PROTECTIVE CLOTHING	WEAR UNIFORMS	H.S. GRADUATE	COLLEGE GRADS	WORK WITH OTHERS	WORK ALONE	ETC.----------
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											

P. I. No. 1.1.1

Title: INQUIRY

Activity 3

Suggested Instructional Goal:

Given an opportunity to participate in an inquiry game, the student will be able to identify (a teacher determined number of) types of workers by using questioning strategy.

Grade Level:

4-8

Subject Matter Area:

Adaptable to most subject matter areas

Time:

One 45-minute period. Time may vary.

Number of Students:

Total Class

Materials:

1. Felt Pen
2. 35 3x5 cards
3. Instructions for the inquiry game.

Procedures:

1. Present game concept, and instructions for playing the game, to the class. (See instructions on following page)
2. After instructions and preparations for the game are completed, allow 20-30 minutes for the game activity.
3. Discuss the large concepts developed from the game, how and why are things such as occupations, etc., grouped.
4. This activity can be adapted to any grade level. As students become more skillful, try colors, concepts, words that define concepts, tools, behaviors, feelings, etc.

Source: John Davies

P. I. No. 1.1.1

Title: INQUIRY

Activity 3

Procedures Continued:

INQUIRY

Rules:

1. You may ask questions.
2. You may ask only three questions per person and then move on to ask other people.
3. Questions can be answered with yes or no only.
4. If a person has identified their card, then take it off their back and put it on the front of them.

Procedures:

1. Place cards on the backs of everyone in the room and allow them to ask their questions. If anyone identifies their occupation, they are to continue to answer questions for the others.
2. After 20-30 minutes stop the activity and have them place their cards on the front and then have them group themselves according to similar services performed. Have each group define why they have grouped themselves in the particular group.
3. Discuss the large concept of how and why we group things such as occupations, services, people, society, etc.
4. Finalize lesson by answering questions the students may have on how to ask questions to get data for new questions.

P. I. No. 1.1.1

Title: INQUIRY

Activity 3

Procedures Continued:

SAMPLE CARD

NOTE TO THE TEACHER:

You may wish to include a picture as well as the name of the worker (For students with reading difficulty).

Program Goal 1

THE STUDENT WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

Course Goal 1.1

The student will move from an identification of workers to an understanding of work as a need of society.

Suggested Performance Indicator 1.1.2

Given an opportunity to select workers within a chosen career area, the student will be able to describe the contribution of each worker.

Description of Activities

1. Needs Bingo (4-6)
   A student constructed activity designed to provide the student with an opportunity to actively involve themselves in identifying their own personal needs and the workers who contribute to the fulfillment of these needs.

2. Family Needs and Workers (6-8)
   A small group activity designed to provide the student with an opportunity to construct visual aid projects depicting the contributions of all workers involved in fulfilling a family need.

3. Community Needs (7-8)
   An activity designed to give the student an opportunity to identify community needs and the contributions of workers fulfilling the community needs.

P. I. No. 1.1.2

Title: NEEDS BINGO

Activity 1

Suggested Instructional Goal:

Given an opportunity to develop and participate in the Needs-Bingo activity, the student will be able to relate 24 of his personal needs to workers who contribute to the fulfillment of each of these needs.

Grade Level:

4-6

Subject Matter Area:

Social studies

Time:

Several 45-minute periods.

Number of Students:

Total Class or Small group

Materials:

1. Felt pens, scissors, paste, rulers.
2. Large number of old magazines, etc.
3. Several sheets of tag board.
4. Student worker/needs lists (see sample)

Procedures:

1. Each student will develop a list of 24 of his in-school and out-of-school needs (goods, services, etc.). Class should discuss what is meant by personal needs.

2. The student will collect pictures from magazines, etc., or draw pictures depicting each of his needs.

3. The student will construct a Needs-Bingo Board (see example) and 24 markers.

4. Each student will develop a list of 24 workers, one for each need. The workers are to be ones which contribute directly to the fulfilling of the identified needs.

5. The students will develop a master list of workers which will meet all the identified needs of the class.

6. Have students construct 2" x 2" cards from tag board with the name of a single worker, taken from the class master list, to be used by the caller.

7. Play Needs-Bingo following regular Bingo rules.

Source: Duane Altig

P. I. No. 1.1.2

Title: NEEDS BINGO

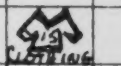
Activity 1

Procedures Continued:

NEEDS-BINGO
STUDENT NEEDS/WORKERS
LIST

STUDENT NEED	WORKER
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20
21	21

STUDENT NEEDS-BINGO BOARDS
Construction: 12" x 12" tag board. Divide the tag board into 2" squares (see example below).

STUDENT'S NAME					
N					
E				← 2" →	
E			FREE	2" ↓	
D					
S					

2" Fill each square with a picture of a single student need and a name of that need.

ACTIVITY #1 P.I. 1.1.2

NEEDS-BINGO

Rules:

1. Each student has one board (his own.)
2. Caller pulls the worker cards from the hat and calls the names of the workers.
3. Student places markers over the pictures on his board that identifies the needs the workers fulfill.
4. Game is completed when a student fills the card in one of the following ways:
   a. Vertically) 5 squares
   b. Horizontally) in a
   c. Diagonally) row

   and can describe how the worker fulfills the need.

Possible variations to the game include exchanging cards and/or playing blackout.

P.I. No. 1.1.2

Title: FAMILY NEEDS AND WORKERS

Activity 2

Suggested Instructional Goal:

After researching a family need, the student (with the aid of 2 other students) will be able to discuss the contributions of all the workers relative to the family need.

Grade Level:

6-8

Subject Matter Area:

Social studies

Time:

One 45-minute period for one to three weeks

Number of Students:

Total Class

Materials:

Poster

Procedures:

1. The class will develop an interview form for interviewing parents about family needs and the workers who fulfill those needs.
2. Each student will interview members of his family. (Students may wish to tape these interviews).
3. The class will develop a list of family needs common to all families interviewed by the students.
4. Each student, then small groups, and finally the class will rank order the list of needs from most to least important.
5. Divide the class into groups of three and assign one family need (beginning with the most important) to each group.
6. Each group will research its assigned need and develop a diagram or other visual aid which depicts the contributions made by all workers involved in fulfilling this need. (See sample).
7. Each group will display and discuss their diagram or visual to the entire class.

Source: Loretta Ness and Duane Altig

P. I. No. 1.1.2

Title: FAMILY NEEDS AND WORKERS

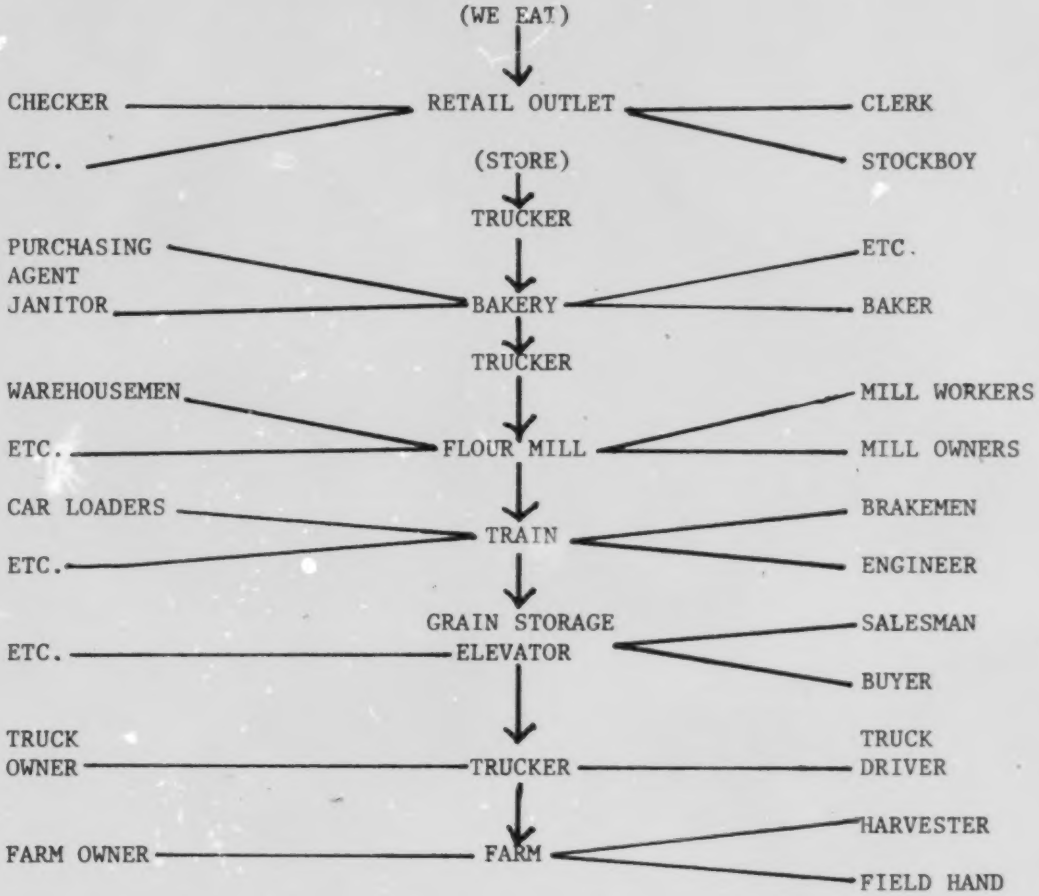
Activity 2 (a)

Procedures Continued:

EXAMPLE OF STUDENT VISUAL AID

BREAD

(WE EAT)



Students should be able to describe how each worker contributes to supplying the family need.

P. I. No. 1.1.2

Title: FAMILY NEEDS AND WORKERS

Activity 2 (b)

Procedures Continued:

(SAMPLE)
INTERVIEW FORM

NAME _____

FAMILY NEEDS	WORKERS WHO FULFILL NEEDS
1. FOOD	1. Baker 2. Grocery Clerk 3. Farmer 4. etc. 5. 6.
2. CLOTHING	1. 2. 3. 4. 5. 6.
3. SHELTER	1. 2. 3. 4. 5. 6.
4. *Leave space for needs identified by individual parents. Needs may differ from those identified by total class.	1. 2. 3. 4. 5.

P. I. No. 1.1.2

Title: COMMUNITY NEEDS

Activity 3

Suggested Instructional Goal:

Given an opportunity to identify community needs and the contribution of workers who fulfill these community needs, the student will be able to describe in writing the contributions of at least five different occupations in fulfilling community needs.

Grade Level:

7-8

Subject Matter Area:

Social studies, Health, Home Economics, Language arts.

Time:

Three to five 45-minute periods.

Number of Students:

Total Class

Materials:

A. Appropriate pictures, films or discussion materials, etc.

B. Speakers; councilmen, firemen, policemen, businessmen, etc.

Procedures:

1. The students will identify community needs through discussion, films, pictures, etc.
2. Students will develop a list of questions and concerns related to the workers who fulfill these community needs.
3. Invite a panel of speakers; i.e., councilman, businessman, [illegible]an, policeman, etc., to identify the needs of a community and to answer the questions and concerns of the students.
4. The students will develop a list of community needs.
5. The students will develop a list of workers (occupations) which fulfill the community needs.
6. Each student will rank order the lists of community needs and workers from the most to least important.
7. Divide the class into groups. Assign half the groups the needs list and the remaining half the workers list to rank order.
8. All worker groups will meet to develop a final ranking of the worker list.
9. Repeat step 8 for needs groups.
10. The entire class will meet to compare and discuss the final rankings of the workers and needs list.

Source: Duane Altig and Loretta Ness

Program Goal 1

THE STUDENT WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

Course Goal 1.1

The student will move from an identification of workers to an understanding of work as a need of society.

Suggested Performance Indicator 1.1.3

Given the needs of American society, the student will be able to relate those needs to the productive work of workers w[illegible]n a career of the student's choice.

Description of Activities

1. "Who Needs It?" (4-6)
   "Who Needs It" an activity identifying jobs and a variety of needs; i.e., individual, family, community, country.

2. Occupations Fulfillment Societal Needs (6-8)
   A value rating activity relating occupational contributions to societal needs.

3. Productive Work and Needs (7-8)
   A group activity in selection of occupations by job clusters and visually representing the productive work contributions of occupations within the selected clusters to the needs of American society.

P.I. No. 1.1.3

Title: WHO NEEDS IT?

Activity 1

Suggested Instructional Goal:

Given an opportunity to participate in the "Who Needs It?" activity, the student will be able to demonstrate, by voting, an understanding that work contributes to the needs of others.

Grade Level:

4-6

Subject Matter Area:

Language arts, and Social studies

Time:

One or two 45-minute class periods.

Number of Students:

Total Class

Materials:

Magazines, pictures, etc.

Procedures:

1. Each student will select an occupation of their choice and fill out a student worker card (see sample).
2. Teacher or student will construct a tally sheet developed from occupations identified in number one. (see sample).
3. Individual students will display their worker card and explain the contributions made by their worker.
4. Other members of the class will respond individually according to their selected occupations to the student question--Who Needs It? Student response will be discussed and recorded on the tally sheet.

*Review of Performance Indicator 1.1.2, before using this activity, may be of value.

Source: Duane Altig and Loretta Ness

P. I. No. 1.1.3

Title: WHO NEEDS IT?

Activity 1

Procedures Continued:

(SAMPLE)

STUDENT WORKER CARD

I am a _____.
(Name of Worker)

The work I do is _____

_____

_____

_____

In this space include a picture representing the worker of the tasks done by the worker.

WHO NEEDS IT?

(Students list the individuals, groups, etc., they feel need this worker's product or service.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

P. I. No. 1.1.3

Title: WHO NEEDS IT?

Activity 1

Procedures Continued:

EXAMPLE: TEACHER BLACKBOARD TALLY OF WORKERS AND STUDENT RESPONSES.

NAME OF WORKER	# WHO NEED WORK	# WHO NEED WORK
1. Fireman	20	Second vote may be made after students have discussed their responses on the first vote. Objective may be to show an increase in the understanding of the interdependence of workers.
2. Policeman	10	
3. Truck driver	13	
Etc.	As each student explains their worker card and asks the question "WHO NEEDS IT?" Each student will vote according to the needs of the worker they represent, and the total votes of all students who indicated that they need this worker will be recorded here.	

P.I. No. 1.1.3

Title: OCCUPATIONS FULFILL SOCIETAL NEEDS

Activity 2

Suggested Instructional Goal:

Given the opportunity to rate a student selected occupation's contribution to societal needs, the student will be able to verbally explain how the selected occupation contributes to (a teacher determined number of) societal needs.

Grade Level:

6-8

Subject Matter Area:

Social studies

Time:

One to three (or more) 45-minute class periods.

Number of Students:

Total Class

Materials:

A. 35 worker contributions rating list (see example)

B. Occupation identification tags (size and materials used will be determined by teacher.)

Procedures:

1. As a total group, discuss the needs of society. Society may need to be defined.

2. Construct a class list of the needs of the American society or any other society.

3. Each student will select an occupation of their choice and research the work done by workers in that occupation.

4. Each student will rate the value of the work contribution of their chosen occupation to the list of societal needs developed by the class. Each student will rate their occupation on a continuum from 1 to 5. (See example).

5. Divide the room into five areas representing the scale on the rating list. (Area can be represented by desk grouping, wall charts, etc.) Have each student visually (using name tags) identify themselves according to the occupation they represent. Beginning with the first need on the rating list, have the students position themselves, according to their occupation, into the proper scale area.

6. Have each student explain their rationale for rating their individual occupations. Continue with the remainder of the societal needs on the rating list.

Source: Duane Altig

P. I. No. 1.1.3

Title: OCCUPATIONS FULFILL SOCIETAL NEEDS

Activity 2

Procedures Continued:

(SAMPLE)

WORKER CONTRIBUTION RATING LIST

STUDENT SELECTED OCCUPATION _____

SOCIETAL NEED	RATING
	High Contribution 1 2 3 4 5 Low Contribution
1) Environment	1) 1 2 3 4 5
2) Government	2) 1 2 3 4 5
3) Education	3) 1 2 3 4 5
4) Health	4) 1 2 3 4 5
5) Defense	5) 1 2 3 4 5
6) Etc.	6) Etc.
7)	7)

P. I. No. 1.1.3

Title: PRODUCTIVE WORK AND NEEDS

Activity 3

Suggested Instructional Goal:

After relating a need of the American society to the productive work of workers in a job cluster of their choice, the student will be able to (with the aid of two other students) construct a visual display depicting the relationship between productive work and needs.

Grade Level:

7-8

Subject Matter Area:

Social Studies (adaptable to others)

Time:

Three to five 45-minute class periods.

Number of Students:

Total Class

Materials:

Materials necessary to meet needs of the group in construction of visual displays.

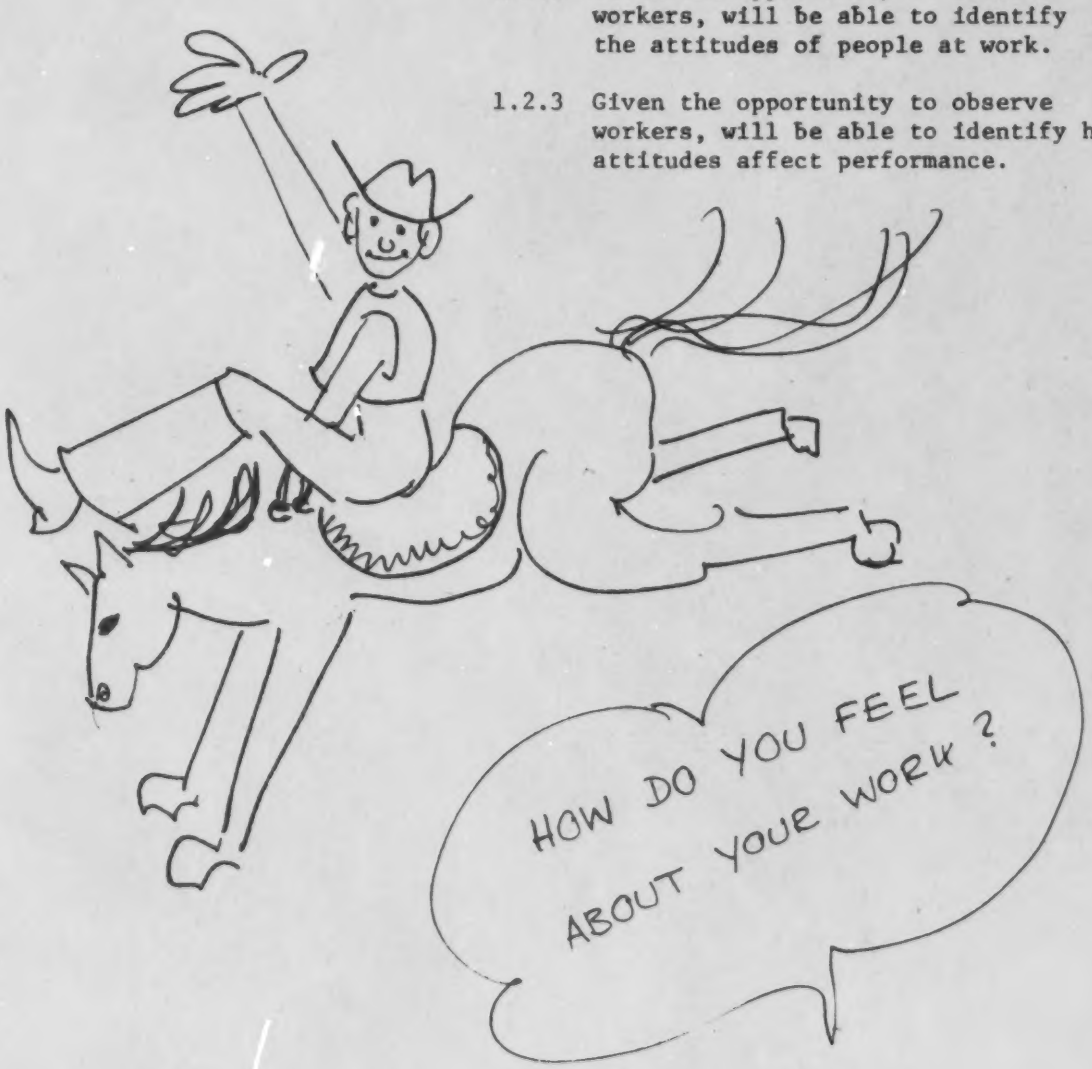
Procedures:

1. As a total group the students will identify the broad needs of the American society. (Defense, health, welfare, energy, environment, etc.)
2. Each student will select a career of their choice.
3. Each student will identify their career with a cluster. (Mechanical, clerical, agricultural, etc.)
4. Divide the class into groups of three by clusters. Students may be in the same cluster because of the variety of occupations within one cluster; therefore, more than one group of 3 students may represent a single cluster.
5. Each group will select one need of society from the list of broad societal needs. Developed in step one.
6. Each group will relate the productive work contributions of the workers in their cluster to the need of society selected by the group.
7. Each group will depict the relationships noted in a visual display. (Bulletin boards, wall charts, etc.)

Source: Duane Altig

Program Goal 1. The student will identify and develop attitudes about the world of work.

COURSE GOAL	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
1.2 Will be able to identify attitudes of others within the world of work.	1.2.1 Given the opportunity to explore the concept of attitudes, will be able to identify attitudes that people have about work.
	1.2.2 Given the opportunity to observe workers, will be able to identify the attitudes of people at work.
	1.2.3 Given the opportunity to observe workers, will be able to identify how attitudes affect performance.



Program Goal 1

THE STUDENT WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

Course Goal 1.2

The student will be able to identify attitudes of others within the world of work.

Suggested Performance Goal 1.2.1

Given the opportunity to explore the concept of attitudes, the student will be able to identify attitudes that people have about work.

Description of Activities

1. Why People Work (4-5)
   In this activity the student participates in small groups identifying the many reasons why people work. The total class compares the list and identifies the economic and non-economic reasons why people work.

2. Parent Interview (4-6)
   In this activity students will interview parents or friends identifying reasons why people work. The students will construct a bulletin board collage depicting the reasons why people work.

3. Worker Interview (6-8)
   An activity where student interviews workers identifying the reasons people work.

P. I. No. 1.2.1

Title: WHY PEOPLE WORK

Activity 1

Suggested Instructional Goal:

Given an opportunity to participate in a small group activity identifying reasons WHY PEOPLE WORK, the student will be able to recognize that there are economic and non-economic reasons why people work.

Grade Level:	Subject Matter Area:	Time:
4-5	Social studies, and language arts	One 45-minute class period.

Number of Students:	Materials:
Total class or Small group	None

Procedures:

1. The teacher will divide the class into groups of five.
2. Each group will list at least three reasons why people work. (Satisfy basic needs, personal satisfaction, financial rewards, etc.)
3. The groups will compare and discuss their list.
4. The teacher will help the students identify that people work for economic and non-economic reasons as shown on the enclosed paper.

Source: Janice Olson and Louis Cava

P. I. No. 1.2.1

Title: WHY PEOPLE WORK

Activity 1

Procedures Continued:

Why Do People Work?

Why do people work? This is a very difficult question to answer - some say impossible. Can you answer it? We might answer the question by speaking only for ourselves, but do we really know the reasons why people around us work? Let us look at some of the reasons listed below.

1. Monetary Gain It is only natural that we should want money. This reason is usually foremost. With money, we can buy the material necessities of life. It must be remembered, however, that the amount of money we make is usually dependent upon the kind and amount of service we can offer an employer or how much we can benefit a company.

2. Personal Recognition We desire that people enjoy our company, understand us, appreciate us, realize our abilities and make us feel worthwhile. Performing work can be a means of selling yourself and your good qualities.

3. Work Recognition We like credit. We want and desire it. . .inside anyway. The correct kind of credit and recognition can be so strong a motivation that it can make us somewhat superhuman in our feelings and actions, thus molding and developing a better human being.

4. Achievement It is surely a natural instinct in a man to want to achieve and to accomplish; however, one must have a goal to work for. If you are not aiming for something, you surely will wander aimlessly and possibly achieve nothing. Work can be the best and most enjoyable path to follow to attain your goals in life.

5. Feeling Important We want to be part of something. We want to belong. We want to feel that we are important in promoting success in something such as the department of the company we work in.

6. Self-Satisfaction We work just to make something of ourselves.

7. Security We work to build a foundation for our future. It is a means of self-preservation. It protects the future of our dependents.

8. Education, Training, Experience and Advancement Work can be a means of climbing the ladder of success. It provides the opportunity to develop the whole individual.

P. I. No. 1.2.1

Title: PARENT INTERVIEWS

Activity 2

Suggested Instructional Goal:

Given an opportunity to interview parents or friends and identify reasons why they work, the student will be able to participate in a class activity constructing a bulletin board collage and a class discussion on why people work.

Grade Level:

4-6

Subject Matter Area:

Social studies, Language Arts, and art.

Time:

Two 45-minute class periods plus interview time.

Number of Students:

Total Class or Small group

Materials:

Magazines

Procedures:

1. The class will identify and list reasons why people work and use them on an interview form. (See sample form)
2. Each student will interview a parent or friend in an occupation using the form developed in step one.
3. The students will cut pictures from magazines which represent the reasons why people work and will label each picture with the appropriate reason.
4. The class will construct a bulletin board collage - order, size, arrangement, etc. to be determined by the teacher.
5. The class will discuss reasons why people work.

Source: Janice Olson and Louis Cava

P. I. No. 1.2.1

Title: PARENT INTERVIEWS

Activity 2

Procedures Continued:

(SAMPLE)

STUDENT INTERVIEW FORM

Type of Work Performed or Job Title	Reasons Why The Interviewee Is Working	*

* Additional interview information may be asked for depending upon the depth to which the instructor wishes to develop the class discussion, i.e., number of years on the job; reasons for entering this career field, etc.

P.I. No. 1.2.1

Title: WORKER INTERVIEWS

Activity 3

Suggested Instructional Goal:

Given an opportunity to interview workers the student will be able to participate in a class activity identifying the five reasons most frequently stated as to why people work.

Grade Level:	Subject Matter Area:	Time:
6-8	Social studies, language arts, and math	Two 45-minute class periods plus interview time

Number of Students:	Materials:
Total Class	Two copies of the enclosed interview form per student.

Procedures:

1. The class will identify the reasons people work and develop a survey sheet to use for the interviews. (See sample survey).
2. Using the survey sheet each student will ask 2 workers to rank their reasons for working.
3. The class will compile the results of the surveys, and identify the five most important reasons the people surveyed work.
4. To compile the results, have the class total the ranking numbers of each item. The smallest totaled number will be the most important item.
5. Class discussion on results of survey.

Source: Louis Cava and Janice Olson

P. I. No. 1.2.1

Title: WORKER INTERVIEWS

Activity 3

Procedures Continued:

Survey Sheet

Job Title _____

Instructions: Rank the following items 1-10, 1 being the most important reason you work, and 10 being the least important reason you work.

ATTITUDES ABOUT YOUR JOB

Why do you work?

_____ A. Personal satisfaction.

_____ B. Dignity of the work.

_____ C. Financial reward.

_____ D. Possibility for travel.

_____ E. Self-fulfillment.

_____ F. Opportunity to work inside.

_____ G. Opportunity to work outside.

_____ H. Able to use my skills.

_____ I. Like working with people.

_____ J. Like working mostly by myself.

Program Goal 1

THE STUDENT WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

Course Goal 1.2

The student will be able to identify attitudes of others within the world of work.

Suggested Performance Goal 1.2.2

Given the opportunity to observe workers, the student will be able to identify the attitudes of people at work.

Description of Activities

1. Observing Worker Attitudes (4-5)
   A visual worker profile activity where students observe facial expressions to determine attitudes about work.

2. Role Playing Task Attitudes (4-6)
   A role-playing activity by teachers and students demonstrating how attitudes can influence performance.

3. Working Conditions Survey (6-8)
   An opportunity for students to compare their attitudes of working conditions to the working conditions of actual occupations.

P. I. No. 1.2.2

Title: OBSERVING WORKER ATTITUDES

Activity 1

Suggested Instructional Goal:

After observing workers, the student will be able to select the Profile Picture that best corresponds to the apparent attitude of the workers.

Grade Level:	Subject Matter Area:	Time:
4-5	Language arts, and guidance	One 45-minute class period.

Number of Students:	Materials:
Total Calss	Enclosed face profile form.

Procedures:

EACH STUDENT WILL:

1. Observe workers at their jobs.
2. Write the job observed on enclosed forms.
3. Check the face profile on the form most like how the worker appeared to feel about his job.
4. Get together with other students who rated the same worker and compare results.

Source: Tom Williams and Louis Cava

P. I. No. 1.2.2

Title: OBSERVING WORKER ATTITUDES

Activity **1**

Procedures Continued:

SAMPLE SHEET

ATTITUDES

	Mostly Happy	Mostly Sad	Can't Tell
Teacher _____			
_____			
_____			
_____			
_____			

P.I. No. 1.2.2

Title: ROLE PLAYING TASK ATTITUDES

Activity 2

Suggested Instructional Goal:

After observing various role played attitudes of people concerning several tasks, the students will be able to correctly record in writing the role-played attitudes.

Grade Level:	Subject Matter Area:	Time:
4-6	Language arts, and guidance	One 45-minute class period.

Number of Students:	Materials:
Total Class	None

Procedures:

1. Without informing students, the teacher role plays different attitudes concerning a certain task or assignment; e.g., teacher introducing an assignment with enthusiasm using clear and concise instructions, a teacher displaying no enthusiasm when introducing a lesson.

2. Students discuss their reactions to teacher's role playing, and determine why they felt the way they did.

3. Selected students role play certain attitudes and remaining students record their reactions (anger, happiness, indifference, surprise, etc.).

Source: Louis Cava, Janice Olson, and John Young

P.I. No. 1.2.2

Title: WORKING CONDITIONS SURVEY

Activity 3

Suggested Instructional Goal:

Given the opportunity to research, the student will compare his attitudes toward working conditions to those of a specific occupation.

Grade Level:

6-8

Subject Matter Area:

Language arts and guidance

Time:

One 45-minute class period

Number of Students:

Total Class or Small group

Materials:

Enclosed attitude survey, suggested research material: Occupational Outlook Handbook, SRA Work Kit, CIS Material, Interviews, Films

Procedures:

1. Each student will complete the enclosed Survey concerning their attitudes toward Working Conditions.
2. Each student will research the Working Conditions of an occupation of their interest.
3. Each student will compare researched information to their responses on the survey.

Source: Louis Cava, Janice Olson, and John Young

ATTITUDE SURVEY

On a job how much would you like to:

	(Check One)			
	Always	Occa-sionally	Seldom	Never
Follow directions exactly to the letter				
Work by yourself				
Work with others				
Do task in exactly the same way each time				
Do accurate written work				
Work outdoors				
Work indoors				
Work with the same people every day				
Meet new people every day				
Work with your hands				
Work with equipment				
Travel during the work day				
Be on the job at a certain time				
Do accurate work with numbers				
Speak to groups of people				
Instruct others				
Help customers				
Think independently				
Operate machinery				
Know company merchandise				
Handle money				
Convince others to do something				
Take additional training to advance				
Work at a desk with little movement during the day				
Spend time on research				

Program Goal 1

THE STUDENT WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

Course Goal 1.2

The student will be able to identify attitudes of others within the world of work.

Suggested Performance Indicator 1.2.3

Given the opportunity to observe workers, the student will be able to identify how attitudes affect performance.

Description of Activities

1. Rank Order School Responsibilities (4-8)
   In this activity, the student will identify and rank order school related responsibilities. In small groups, students will discuss how these responsibilities affect the quality of their school work.

2. Rating Work Habits (4-5)
   In this activity, the student identifies attitudes that affect work, surveys a worker in relation to work attitudes and completes a personal work attitude form.

3. Evaluating Personal Work Attitudes (4-8)
   In this activity, the student completes a personal work attitude form in relation to school and a second work attitude form assuming the role of a worker in an occupation. The student will compare the two forms noting any changes in attitudes occurring as a result in changing work roles.

P.I. No. 1.2.3

Title: RANK ORDER SCHOOL RESPONSIBILITIES

Activity 1

Suggested Instructional Goal:

Given an opportunity to identify and rank order responsibilities students have in relation to their occupation as a student, the student will be able to participate in a small group discussion identifying why certain responsibilities affect the quality of their school work.

Grade Level:	Subject Matter Area:	Time:
4-8	Language arts	Two 45-minute class periods.

Number of Students:	Materials:
Total Class	None

Procedures:

1. Students will identify responsibilities in relation to their occupation as a student. (Promptness, completing assignments, proper materials, getting along with others, neatness in work, etc.)
2. Teacher will compile a master list on the chalkboard.
3. Each student will individually rank order the items on the master list from the most to the least important in relation to the affect the items have on the quality of their school work.
4. The students will get into groups of five.
5. The students in each group will compare their lists and discuss why certain responsibilities affect the quality of work more than others.

Source: Louis Cava, John Young, and Janice Olson

P. I. No. 1.2.3

Title: RATING WORK HABITS

Activity 2

Suggested Instructional Goal:

Having identified work habits that affect performance in the world of work and having surveyed a worker concerning work attitudes, the student will be able to complete a personal work attitude evaluation.

Grade Level:	Subject Matter Area:	Time:
4-5	Guidance and language arts	Two 45-minute class periods.

Number of Students:	Materials:
Total class or Small groups	Worker attitude survey form (see suggested form)

Procedures:

1. The students will identify and list work habits that affect performance in jobs.
2. The students will develop a survey form. (See suggested form.)
3. Each student will survey a worker, asking the worker to complete the survey form.
4. Each student will complete the survey form identifying their personal work habits toward school related work.
5. Students will discuss the results of the worker completed forms and compare them to their personal survey forms.

Source: Louis Cava, John Young and Sandra Ferrell

P. I. No. 1.2.3

Title: RATING WORK HABITS

Activity 2

Procedures Continued:

WORK HABITS SURVEY

Directions: Rate yourself on the following scale concerning your attitude, effort and work habits at work or school. On a scale of 1 to 5 indicate with an (X) where you judge yourself (1 being the highest).

Attitude and Effort:

I begin work — 1 2 3 4 5 — promptly ... need prodding

I work independently — 1 2 3 4 5 — all of the time ... need supervision

I meet responsibilities — 1 2 3 4 5 — always ... try to avoid

Attendance:

I am — 1 2 3 4 5 — usually present ... absent often

I am — 1 2 3 4 5 — usually on time ... always late

Group Work:

In group planning and group work, I — 1 2 3 4 5 — usually volunteer ... participate when asked to do so ... let others do it

To the rest of the group I am — 1 2 3 4 5 — courteous ... tolerant ... discourteous

Class Activities:

For class work I am — 1 2 3 4 5 — always prepared ... usually prepared ... unprepared

P. I. No. 1.2.3

Title: RATING WORK HABITS

Activity 2

Procedures Continued:

In make-up work I

1	2	3	4	5
get it done		do it if told		make no effort

Personality:

Grooming. . . I am

1	2	3	4	5
always well groomed		usually well groomed		unconcerned about grooming

My temper is

1	2	3	4	5
controlled				uncontrolled

My voice is

1	2	3	4	5
clear				unclear

I respect property and right of others

1	2	3	4	5
always		sometimes		seldom

P. I. No. 1.2.3

Title: EVALUATING PERSONAL WORK ATTITUDES

Activity 3

Suggested Instructional Goal:

Given the opportunity to complete a personal work attitude form in relation to school and to complete a second form assuming the role of a worker in relation to an occupation, the student will be able to compare the two forms noting any change in attitudes which occur as a result of changes in work roles.

Grade Level:

4-8

Subject Matter Area:

Language arts, and guidance

Time:

Two 45-minute class periods.

Number of Students:

Total Class or Small Groups

Materials:

Work attitude form (See sample form on the folowing page)

Procedures:

1. The student will complete a self work attitude form in relation to school. (See sample form on the following page)
2. The student will observe workers on the job. (Field trips, films, or filmstrips.) The student should select one particular worker to observe closely.
3. The student will imagine that he <u>is</u> that particular worker and will complete a second work attitude form in relation to his "NEW" work role.
4. Each student will compare and note likenesses and differences in the two completed work attitude forms and what attitudes, if any, have changes.
5. Parents of students could fill one out and discuss jointly with student.

Source: Louis Cava, John Young, and Jan Olson

P. I. No. 1.2.3

Title: EVALUATING PERSONAL WORK ATTITUDES

Activity 3

Procedures Continued:

WORK ATTITUDE FORM

ATTITUDES	RATING SCALE									
	ALWAYS									NEVER
1) I begin work promptly.	1	2	3	4	5	6	7	8	9	10
2) I make good use of my time.	1	2	3	4	5	6	7	8	9	10
3) I meet responsibilities promptly	1	2	3	4	5	6	7	8	9	10
4) I am on time.	1	2	3	4	5	6	7	8	9	10
5) In group planning I volunteer.	1	2	3	4	5	6	7	8	9	10
6) I am courteous to co-workers.	1	2	3	4	5	6	7	8	9	10
7) I am always prepared.	1	2	3	4	5	6	7	8	9	10
8) I make an effort in all assigned tasks.	1	2	3	4	5	6	7	8	9	10
9) I am dependable.	1	2	3	4	5	6	7	8	9	10
10) I am well groomed.	1	2	3	4	5	6	7	8	9	10
11) I control my temper.	1	2	3	4	5	6	7	8	9	10
12) I respect the rights of others.	1	2	3	4	5	6	7	8	9	10
13) I work well alone.	1	2	3	4	5	6	7	8	9	10
14) I follow directions willingly.	1	2	3	4	5	6	7	8	9	10

(Other may be added by students or teacher.)

Program Goal 1. The student will identify and develop attitudes about the world of work.

COURSE GOAL	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
1.3 Will be able to recognize an individual's interdependence within the community.	1.3.1 Given an opportunity to describe the work of a member of the local community, can identify how this work relates directly to the student.
	1.3.2 Given a list of workers in the community, will be able to identify how their work contributes to their own standard of living.
	1.3.3 Given the roles of workers, will be able to identify how the roles of workers within a community are interdependent.

Program Goal 1

THE STUDENT WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

Course Goal 1.3

The student will be able to recognize an individual's interdependence within the community.

Suggested Performance Indicator 1.3.1

Given an opportunity to describe the work of a member of the local community, the student will be able to identify how work relates directly to the student.

Description of Activities

1. Job-Card Relay (4-6)
   A job card relay relating occupations to the student's life.

2. Computer Question-Answer Activity (4-6)
   A computer game relating occupations, products, and services to the student's life.

3. Economic "Disaster" Project (6-8)
   An activity that identifies the effect of the elimination of occupations, products, or services on the student's life.

P.I. No. 1.3.1

Title: JOB CARD RELAY

Activity 1

Suggested Instructional Goal:

Given the opportunity to participate in a job card relay race the student will be able to identify one way an occupation relates directly to his life.

Grade Level:

4-6

Subject Matter Area:

Language arts, and social studies

Time:

One 45-minute class period.

Number of Students:

Total Class

Materials:

At least one job card per student.
Cards could have the name of a job and picture. (See inside.)

Procedures:

1. The teacher will divide job cards into equal stacks, face down, near a chalkboard.

2. The teacher will divide the class into relay teams corresponding to the number of job card stacks.

3. The first person on each team goes to that team's stack of cards and takes the top card. On the chalkboard, each student writes down some way the job card relates to their life (i.e., if the card is "farmer" student might write "provides food" on the board). The student keeps the card, returns to the team and the next student continues in the same manner. The relay race continues until all the cards are gone. The first team completing its stack of cards wins.

4. The teacher goes through the list of phrases the students have written on the board (one at a time) and asks the students who have a job card that relates to that phrase to identify their card.

Source: Louis Cava, John Young, and Janice Olson

Carpenter

Logger

P. I. No. 1.3.1

Title: COMPUTER QUESTION-ANSWER ACTIVITY

Activity 2

Suggested Instructional Goal:

Given an opportunity to be involved in a question-answer activity, identify the relationship of an occupation, service or product to their own life.

Grade Level:

4-6

Subject Matter Area:

Language arts

Time:

One 45-minute Class period.

Number of Students:

Total Class

Materials:

Optional: Large box painted like a computer.

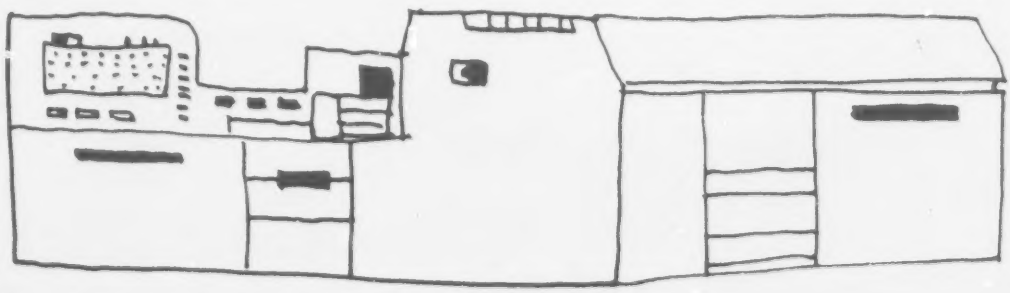
Procedures:

1. One student is the computer. He has an occupation, a product or service in mind. He can only answer yes, no, or does not compute (if the question can not be answered yes or no) to questions from the class. The class asks questions to gain information to identify the occupation, and the product or service. (See sample)

2. In this game, the teacher plays the part of a very helpful and supportive computer assistant, at times perhaps giving hints and direction to the questioning, re-enforcing certain clues, etc. Usually when the class identifies the occupation, product or service all students are involved in the success because of the built-in need for interdependency among those who play.

3. When the occupation, service, or product is identified, class discusses ways it can be related to their lives.

4. This can also be a team competition.



Source: Louis Cava, Janice Olson, and John Young

P. I. No. 1.3.1

Title: COMPUTER QUESTION-ANSWER ACTIVITY

Activity 2

Procedures Continued:

(SAMPLE)

GAME PROCEDURE

Computer: I am an occupation. What is my service or product?

Student: Do I use it?

Computer: Yes.

Student: Is it consumed?

Computer: Yes

Student: What color is it?

Computer: Does not compute. I can only answer yes or no.

Student: Can I put it on a plate?

Computer: No

Etc.

(Occupation: Dairy Farmer. Product: Milk)

P. I. No. 1.3.1

Title: ECONOMIC "DISASTER" PROJECT

Activity 3

Suggested Instructional Goal:

Given the elimination of an occupation, product, or service, the student will be able to, through class discussion, determine the effect of that loss on their life.

Grade Level:

6-8

Subject Matter Area:

Art, language art, social studies, math

Time:

Five 45-minute class periods.

Number of Students:

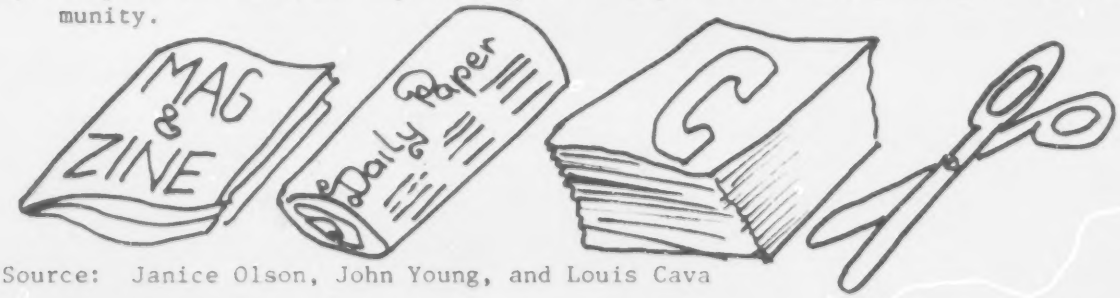
Total class, small group or individual

Materials:

Magazines, newspapers, telephone directories, and scissors.

Procedures:

1. The teacher chooses an occupation, product or service and tells the student it is eliminated from society.
2. The students go through newspapers, magazines or yellow pages and cut out all advertisements and news stories that are related to the item that has been eliminated. (See sample).
3. The students will make displays of either the cut-outs or the remaining sections of newspapers, magazines, yellow pages.
4. The students will discuss their displays in relation to the effects of removing an occupation, product or service from their own life.
5. Students could make "Disaster" reports describing what happens when a product, occupation, or service is eliminated.
6. Compute the economic impact (wages lost, jobs eliminated, etc.) on the community.



Source: Janice Olson, John Young, and Louis Cava

P. I. No. 1.3.1

Title: ECONOMIC "DISASTER" PROJECT

Activity 3

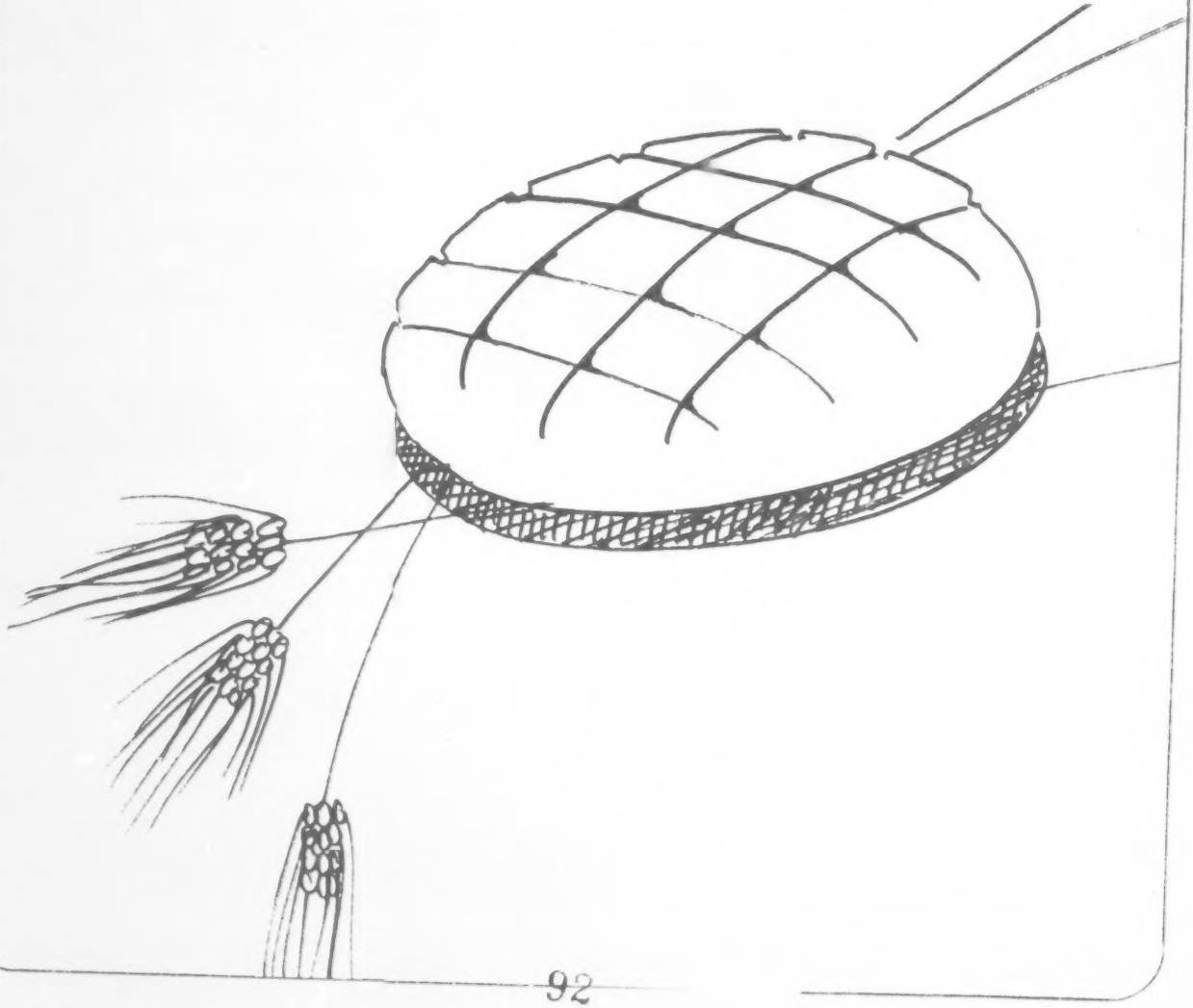
Procedures Continued:

(SAMPLE)

Product: Bread

Task: Remove from a newspaper.

1. All news articles dealing with any aspect of bread - production, consumption, services (sale and farming of wheat, yeast, etc.).
2. All advertisements related to bread products, etc.



Program Goal 1

THE STUDENT WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

Course Goal 1.3

The student will be able to recognize an individual's interdependence within the community.

Suggested Performance Indicator 1.3.2

Given a list of workers in the community, the student will be able to identify how work contributes to a standard of living.

Description of Activities

1. Leisure Time Activity (4-6)
   A rank order activity identifying the relationship between leisure time activities and work in a community.

2. Colonizing a New Planet (4-8)
   A simulation game on identifying occupations necessary for survival.

3. Shipwreck Activity (4-8)
   A simulation game involving the comparison of a survival standard of living with the student's own standard of living.

P. I. No. 1.3.2

Title: LEISURE TIME ACTIVITY

Activity 1

Suggested Instructional Goal:

Given the opportunity to list leisure time activities, the student will be able to describe how the community's standard of living is affected by the loss of certain products or services related to those activities.

Grade Level:	Subject Matter Area:	Time:
4-6	Art, language arts, and social studies	One to three 45-minute periods.

Number of Students:	Materials:
Total class or Small group	Pencil, paper, and other supplies as needed.

Procedures:

1. Students list and rank order five leisure time activities.
2. Each student lists how work in a community would be affected if their first choice was no longer available to everyone.
3. Each student describes how the community's standard of living would be affected by the changes in Step 2.
4. Each student shares their findings in some way (oral, written, charts, graphs, displays, drawings, etc.).

Source: Janice Olson, and John Young

P.I. No. 1.3.2

Title: COLONIZING A NEW PLANET

Activity 2

Suggested Instructional Goal:

Given an opportunity to select an occupation of his choice, the student will identify occupations that insure survival.

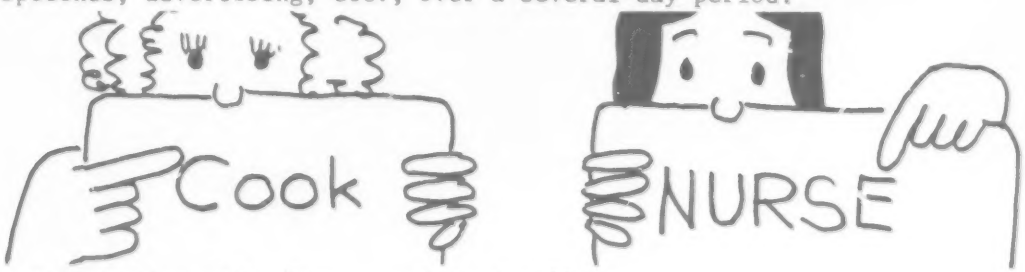
Grade Level:	**Subject Matter Area:**	**Time:**
4-8	Language arts, art, and social studies	One to ten 45 min. class periods

Number of Students:	**Materials:**
Total class	Varies according to length of activity.

Procedures:

1. Each student selects an occupation of his or her choice.
2. The teacher explains that the earth is about to be destroyed and only five people will survive to colonize a new planet.
3. Each student has an opportunity to campaign and convince the others that their occupational choice should be one to go to the new planet.
4. Students decide, either by consensus or voting, who should go.

NOTE: This activity could be expanded to include research, posters, campaign speeches, advertising, etc., over a several-day period.



Source: John Davies, John Young, and Janice Olson

P.I. No. 1.3.2

Title: SHIP WRECK ACTIVITY

Activity 3

Suggested Instructional Goal:

Given the opportunity to participate in the "Shipwreck Activity," the student will be able to describe (in a teacher determined method), the contrast between survival standards of living and their own standard of living.

Grade Level:

4-8

Subject Matter Area:

Language arts, and social studies

Time:

One to ten 45-minute periods

Number of Students:

Total Class

Materials:

List of items that could be used for survival (enclosed).
Island Map (enclosed)

Procedures:

1. Give the students the list of items and map.
2. The teacher will read "Shipwreck" to the class. Instructions (See sample that follows).
3. In small groups, students choose 10 items from the list to take to the island to help insure their survival.
4. Groups tell what they chose and why.
5. Students identify a home-site on the map and identify tasks (jobs) for each person in order to help insure survival.
6. Groups tell why they chose their home-site, and how they identified the tasks.
7. Each student describes his life style on the island (written, oral, drawings, etc.).
8. Students discuss similarities and differences between life style on the island and life style at home (standard of living).

EXPANSION: Groups could become communities placed on one large class map. Communities could become involved in bartering for goods and services (also see Simulation Earth inside).

Source: John Davies

Name _____

SHIPWRECK

Suppose you are the only survivor from a shipwreck. There are many items on the boat that you could save - but you can only carry ten things with you to a nearby island before the boat sinks. What ten things would you bring and why? Tell how you would keep alive on the island by using the ten things.

tooth brush

watch

blanket

radio

box of soda crackers

folding chair

model car

a book

box of matches

a hammer

your suitcase of clothes

paper and pen

box of nails

gun bullets

comb

mirror

hair rollers

teen magazine

a saw

canned food

can opener

a barrel

cot

soap

towel

pocketknife

compass

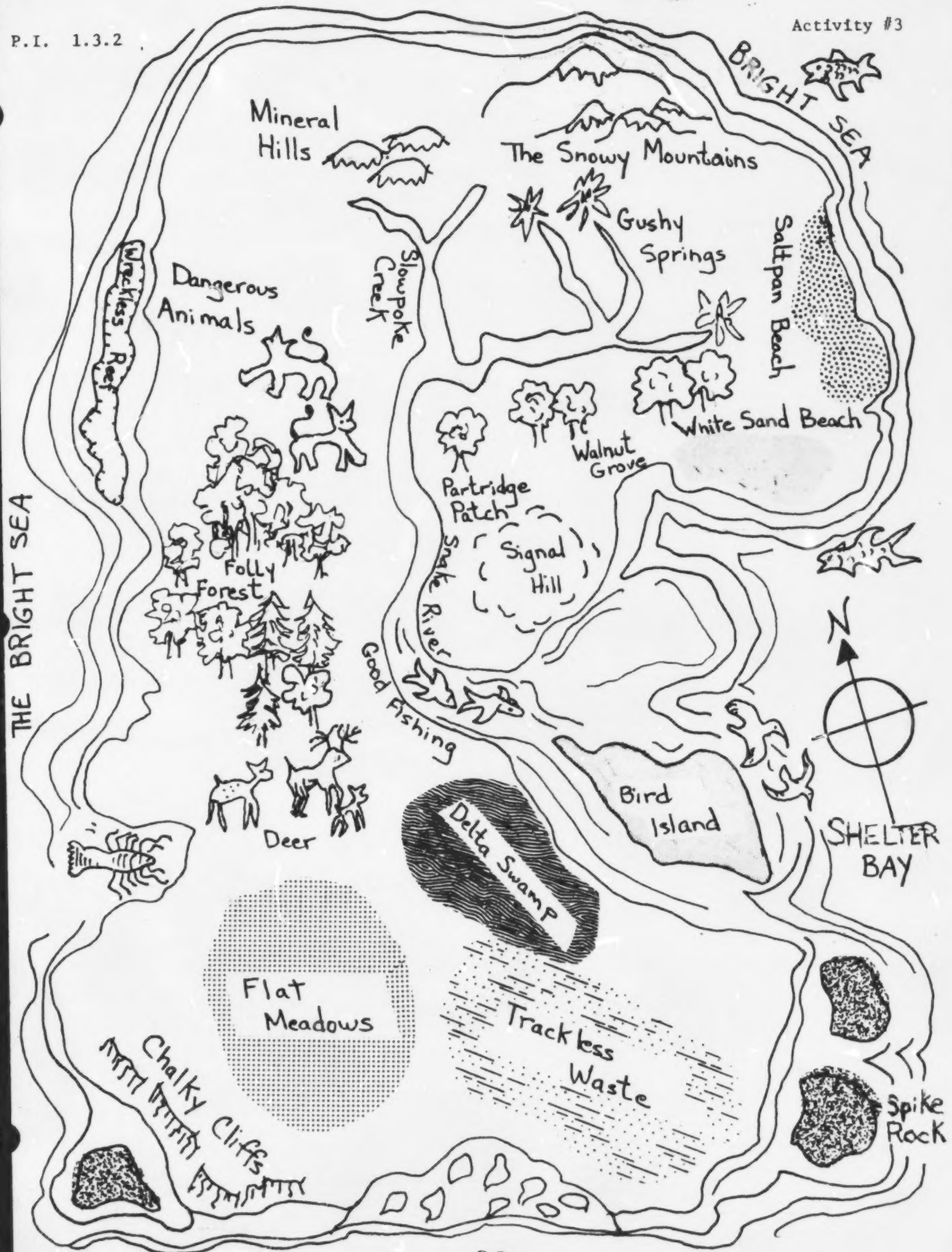
map

bubble gum

a drinking glass

fishing pole

glue


BRIGHT SEA
Mineral Hills
The Snowy Mountains
Gushy Springs
Saltpan Beach
Slowpoke Creek
Dangerous Animals
Wreckless Reef
White Sand Beach
Walnut Grove
Partridge Patch
Signal Hill
Snake River
Folly Forest
Good Fishing
THE BRIGHT SEA
N
Bird Island
SHELTER BAY
Deer
Delta Swamp
Flat Meadows
Trackless Waste
Chalky Cliffs
Spike Rock

P. I. No. 1.3.2

Title: SHIPWRECK ACTIVITY

Activity 3

Procedures Continued:

SIMULATION

EARTH

Concept: Decision-making can take on many forms and levels of thinking.

Objectives: Students will be able to:

- Solve problems through consensus
- Express the development of their group
- Identify factors that cause conflict
- List occupations necessary for their group to operate
- Write job descriptions for their group
- Question actions of other groups
- Develop and organize a representative body of students to carry out room government
- Diagram their room area
- Identify the economic structure of their country
- Recognize differences between individuals and groups

Materials needed:

Bulletin Board	Large pieces of butcher paper
Map of Island	Old Magazines
Yellow tape	Accounting system
Play money	List of natural resources for each country on the Island

Note: This activity is intended to last at least four weeks. The longevity will be determined by the reaction of the students and the ability of the teacher to direct the traffic, both physically and mentally. Normally the activity will require intuition by the teacher; it is impossible to predict the outcomes. So, only the first five days have been defined and paragraphs have been used to explain the possible avenues of exploration for the student.

Activity: Day 1 (20 minutes)

Develop a bulletin board using the attached diagram for your focus. Discuss the bulletin board and the island's various aspects. Tell the students that they are the first people on this island and they need to form five countries. Each area for a country is designated on the map by boundaries and numbers. We will have a drawing on which area your group will be placed.

Directions: (10 minutes)

Place yourself in five groups, making your groups as equal as possible. Write down the names of your group and hand in to the teacher.

P. I. No. 1.3.2

Title: SHIPWRECK ACTIVITY

Activity 3

Procedures Continued:

Activity: Day 2 (20 minutes)

Convene the five groups that were made yesterday and have each group appoint a representative. The representatives will draw a number out of the container to determine where their group will be placed on the map. Give each group a list of their natural resources for their area on the island. Allow 5-10 minutes for each group to appoint a governor and discuss their natural resources.

Activity: Day 3 (60 minutes)

Tell the students that we are going to organize the room into areas like our map. You will be responsible for your regular class work and it will be done in your area. Move desks into the areas and have students mark off their area with yellow tape.

Carry out a discussion with the students how our island is going to operate. Examples of problems to discuss:

- Can anyone enter another state?
- Do we have common areas that anyone can use?
- How does area five get out to recess if area one owns the land?
- How are you going to use your natural resources to improve the economics of your state?
- Do you have interstate freeways?
- Who is responsible for various jobs in your area?

Do not attempt to resolve these problems but let them be resolved as the issues occur while in operation.

Activity: Day 4 (60 minutes)

Explain the rules to the students and post on bulletin board.

Rules:

- When the teacher says freeze, everything stops.
- Each group must have a job for each member in that group.
- A job description should be written for each member.
- We will stay in our groups throughout the day.
- The group will receive federal reimbursement for assignments completed.
- Each group should attempt to utilize their natural resources.
- Producing a product that will be needed by other groups.

These rules are basic and can be changed or added to as the class evolves from one crisis to the next. As a teacher you may have to change your style and be less directive in nature. Your position will be one of a listener, clarifier, facilitator, and convener for the groups. I would suggest you make class assignments on a weekly or at least a daily basis so that there

P. I. No. 1.3.2

Title: SHIPWRECK ACTIVITY

Activity 3

Procedures Continued:

is a minimum of interference. You will probably have to individualize your teaching while they are in this activity.

Activity: Day 5 (30 minutes)

Hand out natural resources for each group.

Area 1 - Stapler, paper fasteners, hole punch, glue, tape, etc. All fastening types of items.

Area 2 - Paper -- art and work sheets for assignments.

Area 3 - Pencil sharpener, playground equipment, books.

Area 4 - Water, sink, counters.

Area 5 - Coat area, closets, chalkboard, chalk, erasers.

Each area can determine how much it will lease, sell or provide services for the other groups.

Note: During the duration of the activity the teacher can arrange various circumstances by requiring that assignments be stapled, or that art work is due on Monday, etc.

Each group will be expected to develop and implement a banking system. The federal subsidy will come from the teacher when groups have finished their assignments.

Using the diagram on the bulletin board, have students mark off their room area. The diagram should have measurement dimensions so that students may use their math skill in surveying out their land. A possible name for the island may be "Rectangle Island." Use the dimensions of your room to develop your scaled island on the bulletin board. This way there is an opportunity to teach map skills and the need for accuracy when measurement of their area.

At various times you may want to introduce catastrophe or windfall episodes that affect one or all groups.

A large piece of butcher paper should be placed in each group so that it is visible to other groups. The assets and liabilities of their area are to be listed. You will probably want to allow one-half hour at the end of the day to carry out any final banking transactions to bring their data sheet up to date. Groups may decide to keep accurate records as the day goes and enter their accounts at the time of the transaction.

You can create your own situations and length of interactions. Let your mind expand to the wildest idea and then see if it meets your basic education goals.

P. I. No. 1.3.2

Title: SHIP WRECK ACTIVITY

Activity 3

Procedures Continued:

Reading, writing, arithmetic and all of the other curriculum areas are important only if they serve to make our children more humane. So it is important to understand that process evolves as the group needs are expressed and should not be hurried. Part of process is having a choice, and we assume that we know what is good for children. The real issue should be: Do we set up proper strategies that allow children choices to determine what is good for them.

Program Goal 1

THE STUDENT WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

Course Goal 1.3

The student will be able to recognize an individual's interdependency within the community.

Suggested Performance Indicator 1.3.3

Given the roles of workers, the student will be able to identify how the roles of workers within a community are interdependent.

Description of Activities

1. Helping Hands (4-6)
   A hand joining activity illustrating that each student's life is affected by different occupations.

2. Tracing A Product (4-6)
   An activity tracing a product from home to source.

3. Building A Community (4-8)
   An activity illustrating that many different occupations are needed to form a community.

P. I. No. 1.3.3

Title: HELPING HANDS

Activity 1

Suggested Instructional Goal:

Given the opportunity to select an occupation, the student will be able to observe how his family's life is related to that occupation.

Grade Level:	Subject Matter Area:	Time:
4-6	Social studies	One 45-minute period.

Number of Students:	Materials:
Total Class	None

Procedures:

1. A student names an occupation in which his family is employed.
2. All students whose families have had some recent contact with that occupation join hands with that student and state the type of contact. Their family has had with that occupation.
3. The student then gives information about a related occupation and all students who have had recent contact with that related occupation join hands with the group and will state the type of contact their family has had with the related occupation.
4. The student continues this process until all students have joined hands or until no more related occupations can be identified.
5. Example: Real estate broker is joined by families who have recently bought or sold property, who join hands with bank employees, etc.

Source: John Young and Janice Olson

P.I. No. 1.3.3

Title: TRACING A PRODUCT

Activity 2

Suggested Instructional Goal:

Given the opportunity to identify a product, the student will be able to trace its source and identify the occupations and machines related to that product.

Grade Level:

4-6

Subject Matter Area:

Social studies

Time:

One to three 45-minute class periods.

Number of Students:

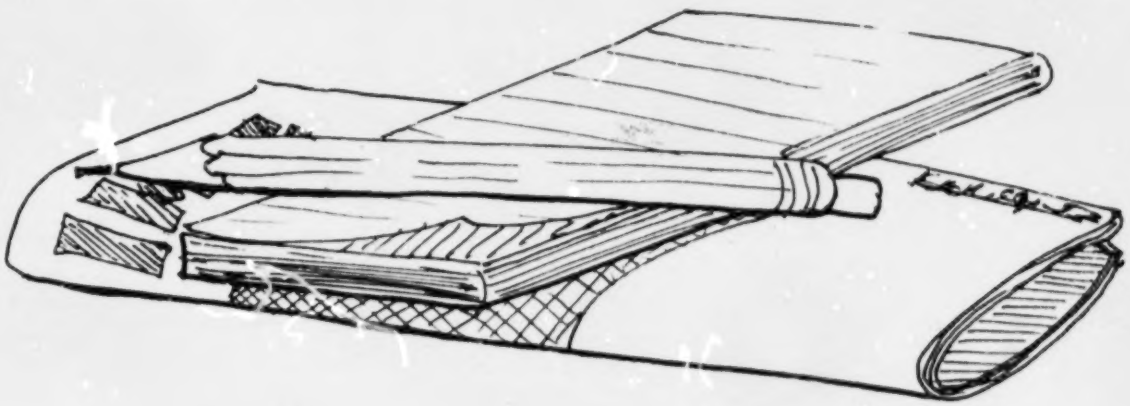
Total class, Small group, individual

Materials:

Paper, pencils, and magazines for pictures (if desired).

Procedures:

1. Students identify a product and make a flow chart by tracing it from their home to its source.
2. Students identify related occupations and machines on their flow charts.
3. Students display their flow charts (see sample).



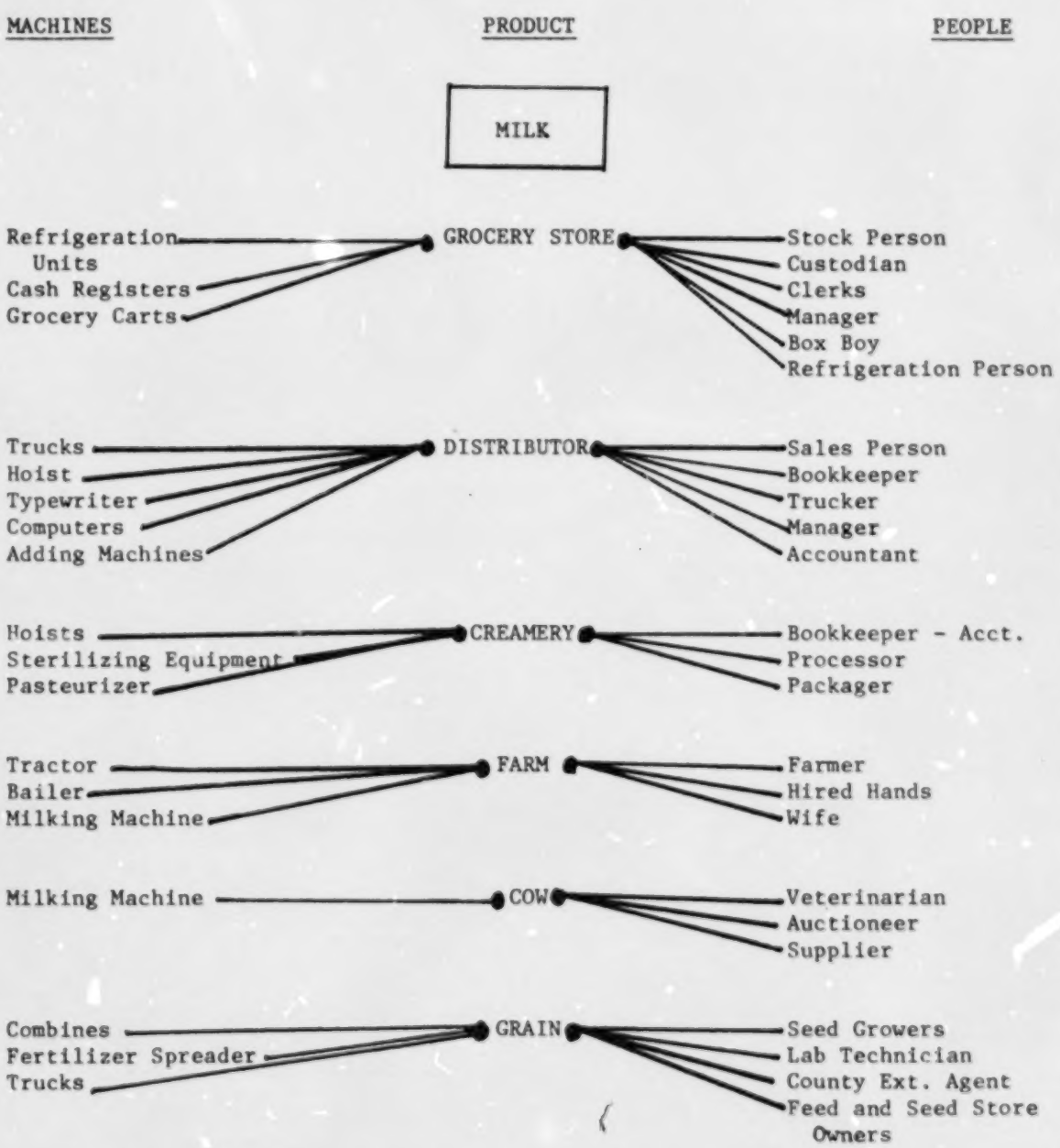
Source: Jancie Olson and John Young

P. I. No. 1.3.3

Title: TRACING A PRODUCT

Activity 2

Procedures Continued:



P.I. No. 1.3.3

Title: BUILDING A COMMUNITY

Activity 3

Suggested Instructional Goal:

Given the opportunity to select an occupation, the student will be able to, through a class discussion, analyze how occupations are interdependent within a community.

Grade Level:	Subject Matter Area:	Time:
4-8	Social studies and economics	Varies: Three 45-minute periods.

Number of Students:	Materials:
Total Class	None

Procedures:

1. Each student selects an occupation.
2. The teacher explains that a community will be formed from the students' choices of occupations, and lists all occupations on the board.
3. The class will analyze the list on the board to see if it can function as a community, and if not, identify the job changes that need to be made.
4. Students who need to change may select another occupation to fit the community's needs (e.g., if you have too many of one occupation discuss what might happen to the economy of the community).

ENLARGEMENT OF ACTIVITY:

1. Teacher may have three or more classifications to categorize the occupations; e.g., Data-People-Things or Goods and Services, etc.
2. Cardboard city could be constructed.

Source: John Davies, John Young, and Janice Olson

ACTIVITY ASSESSMENT

Date_____ Grade Level_____

Teacher_____

District (Name and Number)_____

School_____

P.I. and Activity # _____

	(high) 1	2	3	4	5 (low)
Student response					
Appropriateness to Grade level	1	2	3	4	5
Appropriateness of Activity Procedures	1	2	3	4	5
Appropriateness to student background	1	2	3	4	5

Suggestions_____

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Send to: Dan Grimes, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310

ACTIVITY ASSESSMENT

Date_____ Grade Level_____

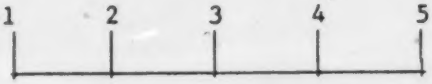
Teacher_____

District (Name and Number)_____

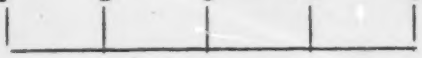
School_____

P.I. and Activity # _____

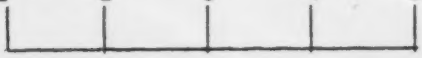
Student response (high) 1 2 3 4 5 (low)



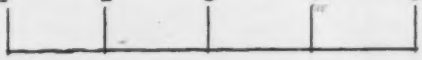
Appropriateness to Grade level 1 2 3 4 5



Appropriateness of Activity Procedures 1 2 3 4 5



Appropriateness to student background 1 2 3 4 5



Suggestions_____

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Send to: Dan Grimes, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310

ACTIVITY ASSESSMENT

Date_____ Grade Level_____

Teacher_____

District (Name and Number)_____

School_____

P.I. and Activity # _____

	(high) 1	2	3	4	5 (low)
Student response					
Appropriateness to Grade level	1	2	3	4	5
Appropriateness of Activity Procedures	1	2	3	4	5
Appropriateness to student background	1	2	3	4	5

Suggestions_____

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Send to: Dan Grimes, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310